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ABSTRACT

The research in this report presents and analyzes data on the extent of use of nine new secondary social studies curriculum materials in four states. These include: American Political Behavior, Asian Studies Inquiry Series, Episodes in Social Inquiry, Geography in an Urbat Age, Holt Social Studies Curriculum, Justice in Urban America, Patterns in Human History, Public Issues Series, and Units in American History. The data also includes selected characteristics of users, their perceptions about the effectiveness of the products, and comparisons with other social studies materials. Nine hundred and eighty teachers in California, Colorado, Connecticut, and Texas responded to and returned the 15-page questionnaire. Findings show that only 42 percent of the teachers use the materials, with the highest percentage coming from Connecticut and the lowest from Texas. Holt Social Studies Curriculum is the most widely used, while Patterns in Human History is the least. Teacher characteristics affecting utilization include holding of a permanent contract, professional status, membership in professional organizations, and location of school. The users hae overwhelmingly positive opinions about the effectiveness and comparison of the new materials. The appendix includes a copy of the questionnaire and data sheets on the materials by the Social Science Education Consortium. (Author/DE)

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UTILIZATION OF NEW SOCIAL STUDIES CURRICULUM PROGRAMS

by
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and
Frances Haley
with the assistance of
Donald English and John Timmons

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FOREWORD

This paper is a modest but useful contribution to the literature on educational change. It focuses on the characteristics of adopters of new curriculum materials, with additional information on the extent to which a selected list of new social studies materials are being used and on teachers' perceptions of the success of the materials. Somewhat comparable studies, with results so far unpublished, have been made by Hahn (1973) and Switzer (1974). Periodic studies of the perceived effectiveness of similar lists of social studies curriculum materials are being published in *Social Education* (Morrissett 1973, 1975).

In addition to this limited empirical investigation of curriculum change, ERIC/ChESS and the SSEC have undertaken some broader studies of the nature and conditions of educational change. Jwaideh and Marker (1973) give a broad, integrative view of research results on educational change, with emphasis on change in the social studies. A forthcoming paper, *Wingspread Workbook for Educational Change Agents*, by James Becker and Carole Hahn, provides a detailed checklist of steps that should be considered by persons who wish to be effective educational change agents. Another forthcoming paper, by Ronald Lippitt, *Social Psychology: A Resource for Elementary and Secondary Educators*, deals in a very comprehensive manner with all of the interpersonal, intergroup relationships that must be considered in order to accomplish educational change democratically and effectively. Still another forthcoming paper, *Coping with Community Controversy: Guidelines for Introducing New Social Studies Programs*, by Arthur W. Foshay, deals with how controversies that arise in the process of educational change can be managed creatively.

ERIC/ChESS and SSEC are hopeful that these publications will prove helpful in bringing about effective, informed, democratic change, both in the social studies and in education in general.

Irving Morrissett
Director, ERIC/ChESS
Executive Director, SSEC

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ACKNOWLEDGMENTS

The task of collecting data about the extent of use of particular curricula is not an easy one. Principals in every school from which information was received facilitated the task by distributing the questionnaires to their social studies teachers and by urging the teachers to respond. In some instances, school district policy required the approval of superintendents. This approval was generally forthcoming. Social studies teachers, themselves, showed great tolerance and patience by taking the time to read and respond to our rather lengthy questionnaires. The help and cooperation of all of these people is greatly appreciated.

Before the project could even begin, decisions had to be made about which states should be surveyed, what grade levels should be examined, and what questions should be asked. Irving Morrissett (SSEC), Jack Cousins (University of Colorado), and John D. Haas (University of Colorado) offered helpful advice and direction. Robert V. Stover (University of Colorado) served as consultant to the project and guided the quantification and evaluation of data.

We also consulted with Thomas J. Switzer (University of Michigan), Carole L. Hahn (Emory University), and John Guenther (University of Kansas) who made their own studies and insights available to us. Sharryl Hawke who edited the manuscript greatly improved its readability.

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M.J.T., F.H., D.E., and J.T.

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UTILIZATION OF NEW SOCIAL STUDIES CURRICULUM PROGRAMS

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Introduction

During the 1960s, designers of social studies curriculum materials created a vast array of instructional packages. While the personnel of each project approached their task with different goals and educational philosophies, a basic concern for quality education guided them all. Millions of dollars were funneled into social studies curriculum development projects by the United States Office of Education, the National Science Foundation, and various other agencies and groups.

The curriculum materials that emerged from these projects are popularly referred to as the "new social studies." They differ markedly in their design and in the nature of their intended use. Some of the programs are multigrade, multimedia presentations. Others provide basic textbook materials for a specific course. There are one-semester programs and programs that are primarily supplementary.

The materials first became available from publishers in the mid-1960s, and some of the earlier materials have already been revised. Yet little has been done to assess tha impact of the large expenditure of time, money, and expertise that was involved in developing the programs. Little is known about the extent to which teachers are using these materials. Less is understood about why teachers choose, or do not choose, to use the products. There is scant evidence from teachers using the materials about their effectiveness in the classroom.

This study was designed to investigate and report on the extent of utilization of nine sets of new social studies materials in four states: California, Colorado, Connecticut, and Texas. Also reported are data concerning characteristics of the teachers using these materials, and information on teachers' perceptions of success in using the nine programs.

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The Problem

Purpose and Objectives of the Study

The purpose of this report is to present and analyze data about

1) the extent of use of nine major social studies programs;
2) the characteristics of users of these nine programs; and
3) the perceptions of users about how effective the materials are and how the products compare with other social studies materials.

This study was undertaken because little empirical evidence has been collected about the utilization of new social studies programs and the teachers who use the materials.

There have been some studies which explore the problem of change in social studies education generally, but few studies have looked specifically at adoption of curriculum materials. The exceptions are studies by Guenther and Dumas (1971), Hahn (1973), Bragaw (1974), and Switzer (1974), which are described in the Review of the Literature which follows in the next section of this paper.

Despite the lack of data about the utilization of new materials, at least one study indicates that adoption of specific curriculum materials is an important element of change in schools. In a study of 7,237 accredited high schools, Cawelti (1967) determined that curriculum change appears to be more easily diffused than other, more costly changes. Because the adoption of curriculum materials may be an important determinant of improvement in social studies education, it seems relevant to ask not only how frequently new social studies materials are used but related questions such as: Are there consistent similarities or differences in the patterns of use by states? Does use relate to the size or location of schools? Does the location of the school (urban, rural) affect the use of materials?

In studies which have examined the use of materials in classrooms, the primary focus has been on the programs themselves rather than on the characteristics of individual users of the programs. If behavior was studied at all, it was considered in terms of the interaction between the influenced and the influencer. While such a focus is important, it is also meaningful to examine the characteristics of the teachers who use new materials. Factors such as the user's age, years of teaching

experience, professional status, and teaching contract terms may well be important in the utilization of new materials.

Little research has been reported on teachers' perceptions about use of new social studies materials in the classroom. The Curriculum Information Network (Morrissett 1973) is gathering information from teachers about materials through a twice-yearly questionnaire survey of several hundred volunteer teachers. Teachers are asked how materials worked in the classroom, how they compare with other materials, and whether users would recommend them to other teachers. In general, the new social studies materials were rated higher than other materials. The results also showed relative ratings of about two dozen curriculum packages. This study is designed to present additional data to supplement what has been reported by Morrissett.

Scope of the Study

The research reported in this paper was designed to determine the extent of utilization of nine secondary social studies curriculum materials. The materials are *American Political Behavior*, published by Ginn and Company; *Asian Studies Inquiry Series*, published by Field Educational Publications; *Episodes in Social Inquiry Series*, published by Allyn and Bacon, Inc.; *Geography in an Urban Age*, published by The Macmillan Company; *Holt Social Studies Curriculum*, published by Holt, Rinehart and Winston, Inc.; *Justice in Urban America*, published by Houghton-Mifflin Company; *Patterns in Human History*, published by The Macmillan Company; *Public Issues Series*, published by American Education Publications; and *Units in American History*, published by Addison-Wesley Publishing Company.

A list and brief description of the nine material sets can be found in Appendix B. Also included in Appendix B is a data sheet on each program which provides a more complete description of the materials. The data sheets are taken from the Social Studies Curriculum Materials Data Book published by the Social Science Education Consortium.

Three major considerations were made in selecting the curriculum materials used in the study. First, materials had to be products of curriculum development activities sponsored either by the U.S. Office of Education or by the National Science Foundation. Second, the

materials had to be published and widely available to educators. Third, a curriculum package relating to each social studies subject area was selected. Appendix B indicates the curriculum packages that were chosen for the subject areas.

The study does not deal directly with the question of what constitutes innovations. It has been assumed that the materials selected for study are innovative in some important senses because they are relatively new and noticeably different in the content and processes employed.

Because a sampling of users in all 50 states was not feasible for this study, the sampling was limited to four states: California, Colorado, Connecticut, and Texas. These four states were chosen for the variety they represented. The states are geographically diverse. The population size and concentrations of the states are different: California has a large, fairly impacted population, Connecticut is highly impacted, Colorado and Texas both have large rural populations along with some urban centers. Textbook adoption procedures in the states also varied, with Texas having state adoption of both elementary and secondary books, California having elementary adoption, and Colorado and Connecticut having no state adoption systems.

Review of the Literature

The literature reviewed here was selected because it bears a special relevance to the concerns of this study. Four general survey studies completed in the past 15 years provide a comprehensive examination of the literature and research done in the field of innovation and diffusion. Everett M. Rogers and his associates conducted an extensive review of the literature on diffusion of products and practices and attempted to standardize terminology dealing with the diffusion process (Rogers 1962; Rogers and Shoemaker 1971). Havelock (1971) also surveyed the literature and designed a framework for understanding the processes of innovation and knowledge utilization, research findings from social psychology on group and organizational behavior and influence processes, and strategies for diffusion.

A third study by Jwaideh and Marker (1973) reviewed dissemination and utilization literature from all fields, then focused on change in social studies education. The authors also described some of the barriers to change in social studies education and outlined strategies and techniques that might be used to bring about diffusion and adoption of the new social studies. Miles (1964) compiled a reference volume which is not directed specifically to educators but is of interest because it includes studies about innovation in many organizational systems.

The remaining studies reported here deal with three specific concerns--utilization of new ideas and materials, characteristics of innovators, and teacher perceptions about innovative materials.

Utilization of New Ideas and Materials

Much of the research on diffusion of ideas has been done in the fields or agriculture, sociology, medicine, anthropology, business, bureaucracy, and education. A major portion of the research has been in rural sociology, where 286 studies were conducted from 1938 to 1962 (Miles 1973).

Most utilization studies have dealt with (1) characteristics of the innovations which are adopted; (2) distribution of adopted innovations over time; (3) perceptions which are held about innovations and their

effects on rates of adoption; (4) functions of opinion leadership in the diffusion process; (5) channels of communication; (6) cultural diffusion and relative successes of change agents; (7) innovation in industry; and (8) characteristics of school innovation (Jwaideh and Marker 1973).

From 1958 to 1962, faculty members at Columbia University conducted a study of diffusion in education. The majority of the data was gathered through questionnaires sent to school superintendents and principals. Three major findings in the area of educational diffusion were noted: (1) the best predictor of educational diffusion is cost per pupil; (2) there is a considerable time lag for educational innovation because scientific information about innovations in education is lacking; and (3) there are not enough change agents or economic incentives to facilitate adoption of new educational practices (Rogers 1962, pp. 40-41).

A number of research studies indicate that innovations which are perceived by potential adopters as high in complexity are not likely to be adopted. Studies in agriculture which support this conclusion are those of Suttles (1951), Erasmus (1952), Folgar (1963), Fliegel and Kivlin (1966), Christiansen (1966), and Elliott (1968). Studies in education which support the same conclusion are those of Camaren (1966), Richburg (1969), and Brennan (1971).

If innovations are perceived by potential adopters as difficult to understand or use or as requiring particular skills or equipment, the likelihood of adoption is lessened (Cawelti 1967). However, if innovations are perceived as easy to observe and try, they are likely to be adopted. The latter conclusion is supported by Sanderson and Kratochvil (1972), whose study dealt with the development and diffusion of the Holt Social Studies Curriculum. In a study of the Developmental Economic Education Program by the American Institute of Research, it was found that the necessity of having a coordinator and committee to develop an action plan for local priorities and needs lessened the acceptance of this program (Kim and Kratochvil 1972, pp. 9-10). Hahn suggests that:

> Research in anthropology, rural sociology, medicine, and education indicated that if potential adopters per-

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> ceived innovations to be compatible with their values, felt needs, and previous positive experiences, they were likely to adopt them. The research about relative advantage produced more ambiguous conclusions. On balance, however, it did seem that if innovations were perceived to be low in risk, initial and continuing costs, if they were preceived as yielding immediate rewards, they were likely to be adopted. If potential adopters anticipated greater profits from the innovations than from what they were using previously, they were also more likely to adopt the innovations. It was possible that in education, the anticipation of increased student interest might function as profitability does in business (Hahn 1973, pp. 60-61).

Studies on rates of adoption of innovative ideas in education were first undertaken by Mort and Cornell (1941). They found a three percent adoption rate in 15 years, with a 100-year period projected as necessary for complete diffusion of an innovation. That rate may have accelerated by the 1960s. In five years, 17 percent of the schools had adopted language laboratories, 12 percent had adopted team teaching, and 20 percent had adopted the Physical Science Study Committee (PSSC) materials; in eight years, 18 percent had adopted the use of teacher aides (Miles 1964).

Wealthy suburban schools are most innovative, according to Zeigler (1969), who also found that urban centers tend to have the greatest resistance to change, except in times of stress and crisis.

The only research studies dealing with the actual extent of utilization of new social studies materials have been conducted in New York, Kansas, and Missouri. The New York State Department of Education conducted a small survey of New York teachers concerning the materials they were currently using (Bragaw 1974). Guenther and Dumas (1971) conducted a more extensive research project in Kansas and Missouri covering specific usage of several innovative curriculum packages. Research is being conducted currently at the University of Michigan by Thomas Switzer and associates to examine usage of new materials in five states: Wisconsin, Michigan, Indiana, Ohio, and Illinois (Switzer 1974).

Characteristics of Innovators

The literature dealing with innovativeness in education since the beginning of World War II indicates a willingness by researchers to study both personality and background characteristics of teachers.

Barrett (1941) defined the innovator with such terms as frustrated, maladjusted, disgruntled, and incompetent. Mort (1946) indicated that an innovator is often a social reject. Linton (1952) stated that innovators are misfits in their social system, with atypical personalities. Miles (1964) used such terms as agitator, dreamer, and skilled navigator to describe innovators. Leas (1965) compared the innovative teacher with the traditional teacher and discovered that the innovative teacher was younger, had less teaching experience, traveled more, perceived himself as a leader, and was more liberal in social and political beliefs than the traditional teacher. Rogers summarized six general characteristics of innovators, coupling personality and other background characteristics as follows: (1) they are generally young; (2) they have relatively high social status in terms of amount of education, prestige ratings, and income; (3) impersonal and informed sources of information are important to them; (4) they are cosmopolite; (5) they exert opinion leadership; and (6) they are likely to be viewed as deviants by their peers and by themselves (Rogers 1965).

Jwaideh and Marker have rather thoroughly summarized studies of the characteristics of teachers in five adopter categories, as follows:

> A great deal of research has been done on variables related to individual innovativeness....[F]ive adopter categories...have been compared in a number of research studies, and the following salient characteristics of each category have emerged: (1) innovators are characterized by willingness to take risks; (2) early adopters tend to be respected members of their social systems and often serve as role models for peers (opinion leaders are most often in this category); (3) early majority tend to be deliberate and are willing to consider innovations only after their peers adopt; (4) late majority are skeptical and do not adopt until they are pressured to do so by their peers; and (5) laggards tend to be tradition-bound and oriented toward the past (Jwaideh and Marker 1973, pp. 28-29).

Chester (1966) found that the innovative teacher tended to have more teaching experience than did the non-innovator. Hensel (1969) concluded that the innovator had taught longer and was older than the non-innovator.

An excellent summary of the literature on characteristics of innovators in many organizational systems was compiled by Miles (1973). He reported that:

> From content analysis of research publications in the

Diffusion Document Center at Michigan State University, 3,000 findings relate various independent variables to innovativeness. The research findings on the characteristics of adopter categories are summarized as generalizations under the following headings: socioeconomic status, personality variables, and communication behavior. Some of the generalizations are summarized here:

Socioeconomic Status: (1) Earlier adopters have more years of education than do later adopters. (2) Earlier adopters have higher social status than later adopters. (3) Earlier adopters have a greater degree of social mobility than later adopters. (4) Earlier adopters are younger in age than later adopters. (5) Earlier adopters have a more favorable financial position than later adopters. (6) Earlier adopters have a type of mental ability different from that of later adopters. (7) Earlier adopters are more cosmopolite than later adopters.

Personality Variables: (1) Earlier adopters are less dogmatic than later adopters. (2) Earlier adopters have a greater ability to deal with abstractions than later adopters. (3) Earlier adopters have greater intelligence than later adopters. (4) Earlier adopters have a more favorable attitude toward change than later adopters. (5) Earlier adopters have a more favorable attitude toward education than later adopters. (6) Earlier adopters have higher aspirations than later adopters.

Communication Behavior: (1) Earlier adopters are more highly integrated with the social system than later adopters. (2) Earlier adopters are more cosmopolite than later adopters. (3) Earlier adopters have greater knowledge of innovations than later adopters. (4) Earlier adopters are more likely to belong to systems with modern rather than traditional norms than later adopters. (5) Earlier adopters prefer impersonal sources of information rather than personal sources more so than later adopters. (6) Earlier adopters prefer cosmopolite sources of information more so than later adopters (Miles 1973, pp. 20-22).

Teacher Perceptions about Materials

Very little research has been done concerning teachers' perceptions of the quality and usefulness of materials. One such study is being conducted periodically by the Social Science Education Consortium and the National Council for the Social Studies, with a national volunteer panel of teachers in a Curriculum Information Network (Morrissett 1973, 1975). Teachers are asked how well the materials they use compare with other materials, how well the materials worked with students, and whether they would recommend such materials for use by others.

Methods and Procedures

Development of the Questionnaire

A 15-page questionnaire was designed to gather data on the three research objectives of this study:

1) the extent of use of nine major social studies programs
2) the characteristics of users of those nine programs
3) user perceptions about the effectiveness of the materials and the comparison of the programs with other social studies materials.

A complete copy of the questionnaire is shown in Appendix A.

To explore the extent of use of the materials, users were asked if they are using the materials and in what course/courses they are using the materials.

The variables explored in studying the characteristics of teachers using materials were the following: age, years of teaching experience, professional organization membership, professional status, status of teaching contract, location of school (urban-inner city, urban-suburban, small town, rural), and size of school.

User perceptions of the materials were determined by questions which asked teachers to evaluate the effectiveness of the materials with the students, to compare the materials with other social studies materials, and to indicate if they would recommend the materials to other teachers.

When the questionnaire was completed, it was informally field tested with visitors to the Resource and Demonstration Center of the Social Science Education Consortium and the ERIC Clearinghouse for Social Studies/Social Science Education. This Center, located in Boulder, Colorado, serves as a resource to social studies teachers and consultants, school administrators, college and university personnel, and others who are interested in the materials and strategies of the new social studies. During the field-test period visitors to the Center were asked to complete one of the questionnaires and to comment on difficulties they had with the design or wording of the questionnaire. Appropriate revisions were made following the test period.

Distribution of the Questionnaires

For distributing the questionnaires lists of social studies teachers were not available, so sampling was done by schools. From a complete list of secondary schools in the four states, 150 schools from each state were chosen by a random process. It was estimated that these 600 schools would include 4,000 or more social studies teachers.

Questionnaires were sent to the principals of the sample schools with cover letters asking them to distribute the questionnaires to their social studies teachers. One questionnaire was sent for each 100 students in a school. As a check on the possible reactions of principals to this request, 60 randomly selected principals in Texas and Colorado were telephoned. All but two of them agreed to distribute the questionnaires to their teachers.

Questionnaires were mailed on May 3, 1974. A total of 4,783 questionnaires were sent as follows: California, 1,392; Colorado, 1,074; Connecticut, 1,574; and Texas, 741. Texas received this small number of questionnaires because so many of its schools have small student populations. Conversely, Connecticut received more questionnaires because the sample schools were larger.

To increase the return of the forms, a follow-up letter was sent in mid-May to all the principals, again urging them to assist in obtaining information. Later in May, another procedure was used to increase the response. Thirty-two principals, who had been surveyed by phone earlier but whose teachers had not returned questionnaires, were again interviewed by telephone.

Nine hundred and eighty questionnaires of the 4,783 mailed were returned, for a percentage return of 20.5. The return by states closely resembles the total return. California returned 288 out of 1,392 questionnaires, or 20.7 percent. Colorado returned 235 out of 1,076, or 21.8 percent. Connecticut returned 277 out of 1,574, or 17.6 percent, and Texas returned 180 out of 741, or 23.2 percent.

While a 20 percent return is not low for a mailed questionnaire, consideration must be given to how this return rate affects the data. Two assumptions were made by the analysts in evaluating the rate of return: (1) Users of materials discussed in the questionnaire were more likely to complete the questionnaire than were non-users. Therefore,

the proportion of users in the sample probably represents an upper limit of the proportion of users in the population sampled. (2) Although the rates of return of users and non-users may be different, valid comparisons can be made about the characteristics of the users and the non-users who did return the questionnaire. However, no generalizations can be drawn about the characteristics of teachers who did not return the questionnaire since no prior information was gathered about the people who received questionnaires.

Compilation of Data

The returned questionnaires required little editing. The responses were coded and punched on cards. Tabulations were completed by use of a card sorter and a computer.

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Results--Analyses of Data

Extent of Use of Nine Major Social Studies Programs

The data indicate that of the 980 respondents, 408, or 42 percent, were users of one or more of the nine packages of new social studies materials. The breakdown by states in Table 1 indicates that of the 288 respondents from California, 125 or 43 percent were users. In Colorado, of the 235 respondents, 103 or 44 percent were users; of the 277 Connecticut respondents, 133 or 48 percent were users. Texas data indicate that of the 180 respondents, 47 or 26 percent used one or more of the nine programs. Thus Connecticut, Colorado, and California show similar patterns of use, while Texas deviates substantially from the others.

Table 1

Number and Percentage of Users of One or More of Nine New Social Studies Materials, by States

	Number of Respondents	Number of Users	Users as Percent of Respondents
California	288	125	43
Colorado	235	103	44
Connecticut	277	133	48
Texas	180	47	26
Total	980	408	42

The reason for low usage in Texas is that Texas has a state textbook adoption list and only one of the nine packages was on the adoption list at the time of the survey. A state adoption normally does not prohibit the use of non-listed materials but does provide financial incentives which encourage use of adopted materials.

Use of the Nine Sets of Materials, by States. Table 2, on the following page, shows the number and percent of users of each of the nine packages by each state. In reviewing these figures, the reader

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Table 2

Number and Percentage of Users of Each of Nine Sets of Materials, by State

	California N = 288		Colorado N = 235		Connecticut N = 277		Texas N = 180		Totals N = 980	
	No.	%	No.	%	No.	%	No.	%	No.	%
American Political Behavior	34	12	14	6	25	9	21	12	94	10
Asian Studies Inquiry Program	15	5	12	5	11	4	0	0	38	4
Episodes in Social Inquiry	13	5	22	9	16	6	9	5	60	6
Geography in An Urban Age	17	6	26	11	12	4	0	0	55	6
Holt Social Studies Series	48	17	35	15	43	16	12	7	138	14
Justice in Urban America Series	20	9	18	8	25	9	4	2	67	7
Patterns in Human History	7	2	9	4	19	7	1	1	36	4
Public Issues Series	37	13	19	8	44	18	6	3	106	12
Units in American History	11	4	17	7	24	9	4	2	56	6

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should remember that the packages differ widely in terms of grade level and scope. For example, the *Holt Social Studies Series* is a curriculum program consisting of seven courses for grades 9 through 12, while *Patterns in Human History* is a 16-week program for use in anthropology courses, with some adaptability for world culture courses. For a complete description of each program, see the individual data sheets in Appendix B.

In the sample, the *Holt Social Studies Series* was clearly the most widely used of the nine programs. Of the 980 respondents, 138 or 14 percent indicated they were using these materials in the classroom. The largest percentage of users of these materials was in California; the smallest in Texas.

The second most frequently used program was the *Public Issues Series*. Twelve percent of the respondents used these materials, with Connecticut teachers using them most frequently and Texas teachers least frequently.

American Political Behavior, the third most frequently used set of materials, was used by 94 or ten percent of the respondents. Of the nine packages, this was the one most frequently used in the state of Texas. The high frequency of use is explained by the fact that *American Political Behavior* is on the Texas textbook adoption list--the only one of the nine sets of materials represented on this list.

Justice in Urban America, with 67 users, *Episodes in Social Inquiry*, with 60 users, and *Units in American History*, with 56 users, ranked fourth, fifth, and sixth respectively in number of users. Connecticut and Colorado had the highest percentage of use of all three programs.

Geography in an Urban Age is ranked seventh in terms of use, with 55 users, or six percent. The use pattern of this program deviates significantly from the other programs. There were no users in Texas, while 11 percent of the respondents from Colorado reported using this program. *Geography in an Urban Age* was developed in Colorado; this may serve to support the conclusion that materials tend to be adopted in those areas where there are individuals who were involved in the development and experimental use of the materials (Geib 1972).

The *Asian Studies Inquiry Program*, with 38 users, and *Patterns in Human History*, with 36 users, rank eighth and ninth in total use by

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all respondents.

Use of Appropriate Materials in Specific Subject Area Courses. Perhaps a more significant finding than the total extent of use of the new social studies materials is a determination of how many practitioners are using appropriate materials in specific courses. For instance, it is significant to know how many American government teachers used *American Political Behavior* and how many geography teachers used *Geography in an Urban Age*. The following tables yield that data.

Table 3

	Number Teaching Courses in American Government	Users of *American Political Behavior*	
		No.	%
California	89	22	25
Colorado	50	5	10
Connecticut	62	11	18
Texas	63	17	27
Total	264	55	21

(1) American Government. Table 3 indicates that 264 respondents teach courses in American government. Of this number, 21 percent used *American Political Behavior*. Twenty-seven percent of the 63 government teachers in the state of Texas used this package while 25 percent of the 89 government teachers in California used the materials.

Table 4

	Number Teaching Courses In American History	Users of *Units In American History*	
		No.	%
California	141	9	6
Colorado	129	15	12
Connecticut	154	21	14
Texas	100	2	2
Total	524	47	9

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(2) American History. American history is clearly the most frequently taught subject among the respondents, with 524 of 980 respondents indicating they teach one or more such courses. However Table 4 shows only nine percent of the 524 teachers used *Units in American History* in these courses, making this package the new social studies curriculum least used in an appropriate course. Perhaps this is so because *Units in American History* is not a textbook or course of study but rather a series of separate units on specific events in the history of the United States. As such, it is probably more commonly used as supplemental material in many courses than as the basis for a semester or one-year course in American history.

Table 5

	Number Teaching Courses in Anthropology	Users of *Patterns in Human History*	
		No.	%
California	14	6	43
Colorado	10	3	30
Connecticut	14	7	50
Texas	1	0	0
Total	39	16	41

(3) Anthropology. The only one of the nine programs specifically designed for use in anthropology courses is *Patterns in Human History*. Of the 39 respondents teaching courses in anthropology, 16 or 41 percent were users of this program, as shown in Table 5. Although the user data reported in Table 2 indicate that *Patterns in Human History* had the least total usage of the nine packages, it had the highest relative usage among teachers of a related course.

(4) Geography. Seventy-nine respondents indicated they were currently teaching geography. Of this number, 22, or 28 percent, used *Geography in an Urban Age*, as shown in Table 6 on the following page. Colorado led in usage of this program, with 50 percent of the 26 geography teachers using it. Eleven teachers from Texas responded that they were teaching geography, but none used these materials.

09026

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Table 6

	Number Teaching Courses in Geography	Users of *Geography in an Urban Age*	
		No.	%
California	31	6	19
Colorado	26	13	50
Connecticut	11	3	27
Texas	11	0	0
Total	79	22	28

(5) Sociology. Like anthopology and geography, sociology is not well represented as a social studies course. Only 89 of the 980 responding teachers indicated they were teaching sociology. Of these

Table 7

	Number Teaching Courses in Sociology	Users of *Episodes in Social Inquiry*	
		No.	%
California	23	8	35
Colorado	29	13	45
Connecticut	27	6	22
Texas	10	5	50
Total	89	32	36

89 teachers, 36 percent reported using *Episodes in Social Inquiry*, as shown in Table 7.

The data of Tables 2-7 are summarized and compared in Table 8 on the following page, omitting the breakdown by states.

Table 8 shows that the percentages of use of the individual packages in the total sample varies from four to ten percent. However, the percentages for use of appropriate materials in specific subject area courses varies from nine to 41 percent. These figures indicate that while the specific subject area packages did not have a high percentage of overall use, they did have a substantially higher percentage of use in courses related to those subject areas. For example, *Patterns of Human History* was used by only four percent of the total sample of

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Table 8

Comparison of Overall Use of Materials with Use of Materials in Specific, Appropriate Courses					
	Number of Respondents Using Materials Total Sample, N=980		Number of Respondents Teaching Specific Courses and Using Appropriate Materials		
	Users	Percent	Respondents Teaching Specific Courses	Respondents Using Appropriate Materials	Percent
American Political Behavior	94	10	264	55	21
Episodes in Social Inquiry	60	6	89	32	36
Units in American History	56	6	524	47	9
Geography in an Urban Age	55	6	79	22	28
Patterns in Human History	36	4	89	16	41

teachers, but 41 percent of all anthropology teachers sampled used the package. *Units in American History* seems to be the exception to this trend, possibly because of its separate unit format. The figures in Table 8 should be taken as the upper bounds on the use of materials, in view of the probable bias in the rate of questionnaire return.

Characteristics of Users of New Social Studies Programs

After determining the extent of use of the nine new social studies programs in four states, the background characteristics of users were analyzed to see if relationships between user characteristics and extent of use existed. Seven variables were analyzed in terms of percentage of users within categories.

Age. Is the age of the teacher a factor in determining whether new programs are implemented in the schools? To assess this variable respondents were asked:

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What is your age?

1. _____20-29
2. _____30-39
3. _____40-49
4. _____Over 50

The existing research on this question is varied. Leas (1965), Rogers (1965), and Miles (1973) suggest that innovators are young. On the other hand, Hensel (1969), in a study of opinion leaders among teachers of vocational agriculture, found that older teachers tend to be opinion leaders. Rogers and Shoemaker (1971) report that earlier adopters are no different in age from later adopters. These contradictory conclusions suggest the need for clarification through further research.

The analysis of our data shows only a slight indication that teachers in the younger and middle age groups were actually using the new materials more and the older teachers using them less; however, the difference is not statistically significant at the .05 level. As shown in Table 9, the usage rates in all of the age groups was approximately 42 percent, with the exception of those over 49 years of age, whose reported rate was 37 percent.

Table 9

Number and Percentage of Users, by Age Groups			
Age in Years	Number of Respondents	Number of Users	Percent of Users
20-29	292	123	42
30-39	326	138	42
40-49	221	95	43
Over 49	141	52	37
Total	980	408	42
X^2 = 1.5288	df = 3	.50< P < .70	

Years of Teaching Experience. The second background characteristic studied was years of teaching experience. The question asked in the questionnaire was:

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At the conclusion of this academic year, how many years teaching experience will you have had?_____

Leas (1965), when comparing the innovative teacher with the traditional teacher, found that the innovative teacher had less teaching experience. In a study of 1,559 faculty members at six widely diverse colleges in three states, Wilson and Gaff (1970) found that faculty from the senior ranks tended to oppose educational change. On the other hand, Hensel (1969) found that opinion leaders had taught longer than other teachers. Chesler (1966) also concluded that the innovative teacher tended to have more teaching experience that the non-innovator.

The data in Table 10 indicate that teachers with the least experience and those with the most experience are somewhat less likely to use new materials. The percentage of users within categories increases from 38 percent for inexperienced teachers, peaks at 47 percent for teachers with seven to nine years of teaching experience, then decreases to 35 percent for the most experienced group. These results are consistent with the hypothesis that the least experienced and most experienced teachers are less likely to innovate. However, the results are not statistically significant at the .05 level, as indicated by the chi-square test.

Table 10

Number and Percentage of Users, by Years of Teaching Experience

Years Teaching Experience	Number of Respondents	Number of Users	Percent of Users
1-3	172	65	38
4-6	180	80	44
7-9	167	79	47
10-12	141	61	43
13-18	171	71	42
Over 18	149	52	35
Total	980	408	42
$X^2 = 6.7130$	df = 5	.20< P< .30	

Professional Organization Memberships. To ascertain whether membership in professional associations and organizations had any relationship to use of new materials, the following question was asked:

To how many professional organizations do you belong?

There is little available research directly addressing this question. Lionberger (1960) found that opinion leaders are active in all types of formal organizations and are more likely to be members of groups dedicated to civic and educational improvement.

Rogers (1965) suggested that innovators are more likely to find impersonal sources of information important and are more cosmopolite in their orientation. Professional organizations may serve as sources of impersonal information and may provide a cosmopolitan outlook for their members.

In his summary of research of various independent variables relating to innovativeness, Miles (1973) generalized that (1) earlier adopters have a higher degree of social mobility than later adopters and (2) earlier adopters have higher aspirations than later adopters. Although neither of these generalizations is directly related to organizational membership, it seems to follow that people with such characteristics might satisfy these characteristics through membership in a professional organization.

The analysis of the data related to professional organization membership shown in Table 11 on the following page indicates that the more professional organizations to which a teacher belongs, the more likely he or she is to be a user of new materials. Of the respondents not holding organizational memberships, only 31 percent were users of the new materials. As the number of memberships in an organization increased, so did the percentage of users, with 57 percent of the respondents holding membership in over four organizations using the new social studies curriculum materials. This pattern was generally true in the four states surveyed. Seventy-four percent of the respondents holding over four professional memberships in the state of Connecticut were users of the new materials. The result for the four states

Table 11

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Number and Percentage of Users, by Organizational Membership

Number of Memberships	Number of Respondents N=980	Number of Users	Percent of Users	California N=288			Colorado N=235			Connecticut N=277			Texas N=180		
				No. of respondents	No. of Users	% of Users	No. of respondents	No. of Users	% of Users	No. of respondents	No. of Users	% of Users	No. of respondents	No. of Users	% of Users
0	113	35	31	38	11	29	34	13	38	29	10	34	12	1	8
1-2	380	146	38	114	54	47	91	37	41	102	42	41	73	13	18
3-4	362	156	43	96	41	43	87	39	45	107	52	49	72	24	33
Over 4	125	71	57	40	19	48	23	14	61	39	29	74	23	9	39
Total	980	408	42	288	125	43	235	103	44	277	133	48	180	47	26

For four states combined, $X^2 = 19.0218$ df = 3 $P < .001$

22000

combined is statistically significant at the .001 level. Chi-square tests were not made for the individual states.

Professional Status. Do department chairpersons tend to provide leadership within their schools in using new materials? Or is the classroom teacher more likely to choose new materials? The following question was asked:

What is your current position?_____

The research findings which seem most pertinent to this inquiry are also those which relate to professional organization membership. Social mobility and degree of aspiration are manifested in professional status. Miles (1973) noted that social status is related to organizational memberships and professional status. Hensel (1969) found that opinion leaders had attained a higher educational status than their fellow teachers and held a higher number of educational offices.

Of the total number of study respondents, 780 were teachers, 101 were department chairpersons, and the remaining 99 held a variety of positions, including curriculum coordinator, administrator, counselor, and coach. The largest number in this "other" group were coaches.

The data in Table 12 on the following page indicate that of the 101 department chairpersons, 64, or 63 percent, were users of the new materials, while only 41 percent of the teachers indicated use. In the group indicating a position other than department chairperson or teacher, only 22 percent were users of new materials. For the four states combined, the results are statistically significant at the .001 level. Chi-square tests were not made for the data on individual states.

In all states a higher percentage of chairpersons than classroom teachers used the new materials and a smaller percentage of "others" (with the exception of Connecticut where the sample of "others" numbered only seven). The differences among the three groups were most marked in Colorado and least marked in Texas. The leadership position of the department chairperson seems to extend to the use of new curriculum materials.

Status of Teaching Contract. Much of the research on innovation indicates that the element of risk may be a major barrier to the adoption and use of new programs, materials, or ideas. In a review of research

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Table 12

Number and Percentage of Users, by Current Position

Position of Respondents	Number of Respondents N=980	Number of Users	Percent of Users	California N=288			Colorado N=235			Connecticut N=277			Texas N=180		
				No. of respondents	No. of Users	% of Users	No. of respondents	No. of Users	% of Users	No. of respondents	No. of Users	% of Users	No. of Respondents	No. of Users	% of Users
Teacher	780	322	41	227	98	43	182	80	44	240	105	44	131	39	30
Department Chairperson	101	64	63	37	22	59	25	18	72	30	21	70	9	3	33
Others*	99	22	22	24	5	21	28	5	18	7	7	100	40	5	13
Total	980	408	42	288	125	43	235	103	44	277	133	48	180	47	26

*"Others" include curriculum coordinators, administrators, counselors, and coaches.

For four states combined, $X^2 = 34.9958$ df = 2 $P < .001$

in anthropology, rural sociology, medicine, and education, Hahn (1973) found that innovations "low in risk" were likely to be adopted. In another summary of research, Jwaideh and Marker (1973) concluded that innovators must be willing to take risks. Rafky (1971) carried this idea even further when he found that the willingness of 240 elementary school teachers to devote time and interest to the implementation of new programs was strongly related to self-interest.

Since permanent contracts and tenure assure against loss of job, it could be hypothesized that teachers with such contracts would be more likely to take risks than those without this assurance. The opposite viewpoint is expounded in much of the research about bureaucracies. March and Simon (1958) suggest that the longer one stays in any bureaucratic system, the less flexible and innovative he becomes in his role behavior. Standardization of rules and regulations may inhibit even permanent employees from operating in innovative ways.

To find out if teachers with tenure were more likely to use new materials, the following question was asked of respondents:

Do you have a permanent contract?

1. _____Yes
2. _____No

The responses to this question are shown in Table 13, page 27. Of the 980 respondents, 762 had permanent teaching contracts. Of this number, 345, or 45 percent, indicated they were using one or more of the new materials. However, of the 218 respondents who did not have permanent contracts, only 29 percent indicated they were using these materials. The figures indicate that a higher percentage of persons having permanent contracts seem willing to take the risks which may accompany the use of new materials. For the four states combined, the difference is statistically significant at the .001 level. Chi-square tests were not made for the individual states.

The results vary considerably among the four states. In terms of the absolute differences between percentages of tenured and non-tenured persons who used the new materials, the gap runs from six percent for California to 22 percent for Colorado.

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Table 13

Number and Percentage of Users, by Permanent Contract

Have Permanent Contract	Number of Respondents N=980	Number of Users	Percent of Users	California N=288			Colorado N=235			Connecticut N=277			Texas N=180		
				No. of Respondents	No. of Users	% of Users	No. of Respondents	No. of Users	% of Users	No. of Respondents	No. of Users	% of Users	No. of Respondents	No. of Users	% of Users
Yes	762	345	45	254	112	44	190	91	48	231	116	50	87	26	30
No	218	63	29	34	13	38	45	12	26	46	17	37	93	21	23
Total	980	408	42	288	125	43	235	103	44	277	133	48	180	47	26

For four states combined, $X^2 = 18.6886$ df = 1 $P < .001$

93000

Location of School. The belief is commonly held that people in rural areas are more conservative, hold traditional values longer, and are reluctant to adopt new practices. Research largely supports these generalizations. Gehlen (1969) characterized the small, rural school as having a limited curriculum, a conservative tax picture, and a conservative faculty and staff. In a report on Iowa schools, Maxey and Thomas (1968) found that the best qualified staffs were in schools with enrollments of 1,500 and above. Schools of this size are most frequently found in urban and suburban areas. Zeigler (1969) noted that urban inner-city schools were less likely to innovate, except in times of crisis, while suburban schools were more likely to innovate.

To ascertain whether differences exist in the extent to which new materials are used in rural, small town, urban-inner city, and urban-suburban schools, the following question was asked:

> Which one of the following best characterizes the location of your school?
>
> 1. _____Urban-inner city
> 2. _____Urban-suburban
> 3. _____Small town
> 4. _____Rural

In reporting the results, the data for small towns and rural areas were combined, because the number of respondents from rural areas was small and the data gathered in rural schools appeared similar to that from small towns. For the four states combined, the differences shown are significant at the .001 level. Chi-square tests were not made for individual states.

The data support the view held in the research that teachers in urban schools are more likely to be innovators or users of new materials than are teachers in small-town schools. Zeigler's research is also supported, since teachers characterizing their school as urban-suburban had a higher percentage of usage (49 percent) than those who described their schools as urban, inner-city (40 percent).

Size of School. School size and location are clearly related; however, it is possible for the two factors to operate independently.

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Table 14

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Number and Percentage of Users, by Location of School

Location of School	Number of Respondents N=980	Number of Users	Percent of Users	California N=288			Colorado N=235			Connecticut N=277			Texas N=180		
				No. of Respondents	No. of Users	% of Users	No. of Respondents	No. of Users	% of Users	No. of Respondents	No. of Users	% of Users	No. of Respondents	No. of Users	% of Users
Urban-Inner City	112	45	40	33	9	27	43	21	49	19	8	42	17	7	41
Urban-Suburban	495	244	49	179	89	50	104	59	57	142	69	49	70	27	39
Small Town-Rural	373	119	32	76	27	90	88	23	41	116	56	114	93	13	30
Total	980	408	42	288	125	43	235	103	44	277	133	48	180	47	26

For four states combined, $X^2 = 26.5580$ df = 2 $P < .001$

82000

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There are sizable consolidated schools in rural areas which have graduating classes of over 500 students. There are also a few small, urban-suburban schools in recently populated areas. Previous research seems to link the two variables, but in this study the two factors were treated separately to determine if school size does have a distinguishable effect on the use of new materials. The following question was asked:

> What was the approximate size of your school's most recent graduating class?
>
> 1. _____Under 100
> 2. _____100-300
> 3. _____301-500
> 4. Over 500

Past evidence leads to the conclusion that teachers in larger schools are more likely to use innovative curriculum materials than are those in smaller schools. Table 15 indicates that the data collected in this study support this statement. Twenty-four percent of the teachers in schools with graduating classes under 100 students were using new materials. In schools with graduating classes over 500 students, 53 percent of the teachers used new social studies materials. For schools of intermediate size, the percentages of respondents using the new materials were about 42 percent.

For the four states combined, the differences are statistically significant at the .001 level. Chi-square tests were not made for the individual states.

User Perceptions about Quality of New Social Studies Materials

While it is important to know how many teachers are using new social studies curriculum materials, it is even more desirable to know how teachers perceived the quality of these materials when they were used. To determine user perceptions, questions developed for the Curriculum Information Network (Morrissett 1973) were included in the questionnaire.

The questions included were designed to ascertain how teachers feel about the materials and how they feel the materials compare with other social studies programs. The specific questions asked for each of the

Table 15

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Number and Percentage of Users, by Size of School's Graduating Class

Size of Graduating Class	Number of Respondents N=980	Number of Users	Percent of Users	California N=288			Colorado N=235			Connecticut N=277			Texas N=180		
				No. of Respondents	No. of Users	% of Users	No. of Respondents	No. of Users	% of Users	No. of Respondents	No. of Users	% of Users	No. of Respondents	No. of Users	% of Users
Under 100	147	36	24	33	15	45	55	12	22	10	4	40	49	5	10
101-300	259	111	43	48	14	29	54	25	46	132	66	50	25	6	24
301-500	357	147	41	147	66	45	54	22	41	100	42	42	56	17	30
Over 500	217	114	53	60	30	50	72	44	61	35	21	60	50	19	38
Total	980	408	42	288	125	43	235	103	44	277	133	48	180	47	26

For four states combined, $X^2 = 28.5474$ df = 3 $P < .001$

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nine curriculum materials programs were:

1. How often did these materials work well with your students?
2. How do these materials compare with other social studies materials you have used?
3. Would you recommend these materials for use by others?

Tables 16 through 24 report the responses of program users to each of the nine curriculum materials.

Table 16

Number and Percentage Distribution of Perceived Quality of *American Political Behavior*

Did Materials Work Well?	No.	%	How Well Compared	No.	%	Would You Recommend For Use?	No.	%
Always	11	12	Much better	27	29	Yes	40	43
Often	53	56	Better	48	51	Yes, with qualifi-cations	51	54
Sometimes	25	27	About same	15	16			
Rarely	3	3	Worse	3	3	No	3	3
Never	2	2	Much worse	1	1			
Total	94	100		94	100		94	100

Table 17

Number and Percentage Distribution of Perceived Quality of *Asian Studies Inquiry Series*

Did Materials Work Well?	No.	%	How Well Compared	No.	%	Would You Recommend For Use?	No.	%
Always	6	16	Much better	9	24	Yes	17	45
Often	19	50	Better	20	53	Yes, with qualifi-cations	21	55
Sometimes	10	26	About same	7	18			
Rarely	2	5	Worse	1	2.5			
Never	1	3	Much worse	1	2.5	No	0	0
Total	38	100		38	100		38	100

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Table 18

Number and Percentage Distribution of Perceived Quality of *Episodes in Social Inquiry*								
Did Materials Work Well?	No.	%	How Well Compared	No.	%	Would You Recommend For Use?	No.	%
Always	8	13	Much better	10	17	Yes	22	37
Often	33	55	Better	41	68	Yes, with qualifi-cations	36	60
Sometimes	18	30	About same	8	13			
Rarely	1	2	Worse	1	2	No	2	3
Never	0	0	Much worse	0	0			
Total	60	100		60	100		60	100

Table 19

Number and Percentage Distribution of Perceived Quality of *Geography in an Urban Age*								
Did Materials Work Well?	No.	%	How Well Compared	No.	%	Would You Recommend For Use?	No.	%
Always	11	20	Much better	16	29	Yes	20	36
Often	33	60	Better	30	54	Yes, with qualifi-cations	33	60
Sometimes	9	16	About same	7	13			
Rarely	1	2	Worse	1	2			
Never	0	0	Much worse	0	0	No	1	2
No response	1	2	No response	1	2	No response	1	2
Total	55	100		55	100		55	100

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Table 20

Number and Percentage Distribution of Perceived Quality of *Holt Social Studies Series*

Did Materials Work Well?	No.	%	How Well Compared	No.	%	Would You Recommend For Use?	No.	%
Always	9	7	Much better	12	9	Yes	27	20
Often	65	47	Better	72	52	Yes, with qualifi-cations	94	68
Sometimes	55	40	About same	39	28			
Rarely	6	4	Worse	13	9			
Never	2	1	Much worse	1	1	No	13	9
No response	1	1	No response	1	1	No response	4	3
Total	138	100		138	100		138	100

Table 21

Number and Percentage Distribution of Perceived Quality of *Justice in Urban America*

Did Materials Work Well?	No.	%	How Well Compared	No.	%	Would You Recommend For Use?	No.	%
Always	8	12	Much better	7	10.5	Yes	37	55.2
Often	39	58.2	Better	40	57.7	Yes, with qualifi-cations	25	37.3
Sometimes	15	22.3	About same	15	22.3			
Rarely	2	3	Worse	2	3			
Never	0	0	Much worse	0	0	No	2	3
No response	3	4.5	No response	3	4.5	No response	3	4.5
Total	67	100		67	100		67	100

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Table 22

Number and Percentage Distribution of Perceived Quality of *Patterns in Human History*

Did Materials Work Well?	No.	%	How Well Compared	No.	%	Would You Recommend For Use?	No.	%
Always	11	31	Much better	14	39	Yes	17	47
Often	16	44	Better	16	44	Yes, with qualifi-cations	16	44
Sometimes	7	19	About same	4	11			
Rarely	1	3	Worse	1	3			
Never	0	0	Much worse	0	0	No	2	6
No response	1	3	No response	1	3	No response	1	3
Total	36	100		36	100		36	100

Table 23

Number and Percentage Distribution of Perceived Quality of *Public Issues Series*

Did Materials Work Well?	No.	%	How Well Compared	No.	%	Would You Recommend For Use?	No.	%
Always	10	9	Much better	18	17	Yes	47	44
Often	75	71	Better	70	66	Yes, with qualifi-cations	57	54
Sometimes	20	19	About same	16	15			
Rarely	0	0	Worse	1	1			
Never	1	1	Much worse	1	1	No	2	2
Total	106	100		106	100		106	100

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Table 24

Number and Percentage Distribution of Perceived Quality of *Units in American History*

Did Materials Work Well?	No.	%	How Well Compared	No.	%	Would You Recommend For Use?	No.	%
Always	19	34	Much better	19	34	Yes	25	44
Often	20	36	Better	26	46	Yes, with qualifications	28	50
Sometimes	13	23	About same	7	13			
Rarely	3	5	Worse	1	2			
Never	0	0	Much worse	0	0	No	1	2
No response	1	2	No response	3	5	No response	2	4
Total	56	100		56	100		56	100

To rank the nine sets of materials from those most favorably perceived to those least favorably perceived by users, a scoring system was established for responses to the three perception questions. The scores were determined by assigning a numerical value to each possible response for each of the three questions. Numerical values were assigned as follows:

Question 1: How often did these materials work well with your students?

Responses	Numerical Values
Always worked well	1
Often worked well	2
Sometimes worked well	3
Rarely worked well	4
Never worked well	5

Question 2: How do these materials compare with other social studies materials you have used?

Responses	Numerical Values
Much better	1
Better	2
About the same	3
Worse	4
Much worse	5

Question 3: Would you recommend these materials for use by others?

Responses	Numerical Values
Yes	1
Yes, with qualification	3
No	5

After a numerical value was assigned to each response, an average of the values was computed. If all respondents said "always worked well," the average score would be 1.0; if all said "never worked well," the average would be 5.0. Rated on all three questions, the best possible score for a set of materials is 3.0; the worst possible score is 15.0.

Effectiveness of Materials in Classroom Use. Table 25 reports the score received by each curriculum program on each of the three questions. A total score for all three questions is also reported for each curriculum program. The materials are ranked in this table from the most favorable total score to the least favorable total score.

Looking first at the total score by program, *Patterns in Human History* has the most favorable score--5.9. Although this result is based on only 36 responses, and as with similar thin responses throughout the survey should be judged with caution, it is interesting that users of this material generally responded favorably to all three questions about its use in the classroom. Total scores for the other materials range up to 7.7.

The averages for the three columns are of interest. The users of new materials indicate that on the whole the materials compared well with "other" materials in classroom use. The average classroom success score is 2.16 which places it between "often worked well" and "sometimes worked well," but closer to "often worked well."

Comparison of Materials with Other Social Studies Materials. In comparing the new materials with other social studies materials, users perceived the new materials as "better"; the average score was 2.04. While the ranking system used in Table 15 on the following page puts some materials at the top and some at the bottom in terms of scoring, it seems that the selected group of nine, taken as a whole, is judged superior to the other materials being used by social studies teachers.

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Table 25

Weighted Responses to Three Questions Dealing with Quality of Materials

Rank	Materials Title	No. of Users	How Well Materials Worked	How Materials Compare	Would you Recommend to Others?	Total
1	*Patterns in Human History*	36	1.94	1.77	2.14	5.9
2	*Geography in an Urban Age*	55	2.05	1.87	2.29	6.2
3	*Public Issues Series*	106	2.12	2.02	2.15	6.3
4	*Units in American History*	56	2.00	2.16	2.11	6.3
5	*Justice in Urban America*	67	2.17	2.18	1.90	6.3
6	*American Political Behavior*	94	2.27	1.96	2.21	6.4
7	*Episodes in Social Inquiry*	60	2.20	2.00	2.33	6.5
8	*Asian Studies Inquiry Series*	38	2.28	2.07	2.10	6.5
9	*Holt Social Studies Curriculum*	138	2.46	2.40	2.79	7.7
	Averages		2.16	2.04	2.22	6.45
	Most favorable score possible		1.00	1.00	1.00	3.00
	Least favorable score possible		5.00	5.00	5.00	15.00

Recommendation of Materials to Other Users. Responses to the final question, "Would you recommend these materials for use by others?" indicate that users would recommend the materials with some qualifications. The average score is 2.22, about midway between "Yes" and "Yes, with qualifications," but a little closer to the latter. Avdrage

responses for individual packages range from 1.90 to 2.79.

There are two possibilities of bias in these results. One is that teachers more favorably disposed toward the materials studied may have responded to the questionnaire in greater numbers than those less favorably impressed. The other is that a "halo" effect may exist; teachers who feel that they are being innovative may show a favorable bias toward their innovation. Taken at face value, however, the total score for each of the nine curriculum materials programs indicates that they work well in the classroom, compare well with other materials, and would be recommended to other teachers by the users.

Summary of Findings and Conclusions

The purposes of this study were to (1) determine the extent of use of nine social studies programs in four states; (2) to collect and analyze data about the characteristics of users; and (3) to collect and analyze data about how users perceived the effectiveness of materials in classroom use.

The data to provide answers to these questions were collected by questionnaires from social studies teachers in a randomly selected subsample of 600 (150 from each state) secondary schools in California, Colorado, Connecticut, and Texas. Nine hundred-eighty teachers (20.5 percent) responded to the 4,783 questionnaires sent out. The data were collected during the spring of 1974.

Summary of Findings

The following are the major findings of the study:

1. Of 980 respondents, 408, or 42 percent, were users of at least one of the nine sets of social studies materials.
2. Forty-eight percent of the practitioners from Connecticut were using at least one of the nine programs; 44 percent from Colorado; 43 percent from California; and 26 percent from Texas.
3. The most widely used of the nine programs was the *Holt Social Studies Series*. One hundred thirty-eight respondents (14 percent) indicated they were using these materials in the classroom, with the largest percentage of users coming from California and the smallest from Texas.
4. *Patterns in Human History*, an anthropology program, was least used, with only 36 respondents (four percent) indicating use.
5. *American Political Behavior*, the third most frequently used program, with 94 teachers (ten percent) indicating use, did not follow the typical use pattern of other programs. In Texas, a state textbook adoption state, *APB* is the only one of the nine materials which appears on the approved list.

With all other materials, Texas had the fewest users. With *APB*, 12 percent of the Texas respondents indicated use, putting Texas second in percentage of users.

6. Twenty-seven percent (264) of the respondents teach courses in American government. Of this number 21 percent (55) used *American Political Behavior*, the program most appropriate for such courses.
7. Thirty-nine of the respondents indicated they are teaching courses in anthropology. Of this number 41 percent (16) were using *Patterns in Human History*, an anthropology program.
8. Seventy-nine teachers stated they are teaching geography courses. Twenty-two, or 28 percent, of this group used *Geography in an Urban Age*.
9. Eighty-nine teachers, nine percent of the sample, are teaching sociology. Of this number, 36 percent (32) used *Episodes in Social Inquiry*, a sociology program.
10. Fifty-three percent of all the respondents (524) are teaching American history courses, but only nine percent (47) used *Units in American History*.
11. Although anthropology, geography, and sociology are not well represented in social studies course offerings, a significant percentage of practitioners teaching these courses used the new social studies material specific to the discipline.
12. The data indicate that teachers over 49 years of age used the new programs least, but this finding is not statistically significant.
13. Respondents with less than four years of teaching experience and those with over 18 years of experience indicated less use than teachers with between four and 18 years of experience. Again, this result is not statistically significant.
14. Those teachers who belong to one or more professional organizations were more likely to use new materials than those teachers who do not. Only 31 percent of the teachers with no organizational affiliation were users, while 57 percent of those who reported four or more organizational memberships were users.

This result, as well as those numbered 15 to 18 below, is statistically significant at the .001 level.

15. The professional status of users, as described by current position, bears a positive relationship to use of new materials. Department chairpersons represented only ten percent of the total respondents but 63 percent were users. Of the teachers responding, only 41 percent were users of new materials. Of those who describe themselves as curriculum coordinators, administrators, counselors, and coaches (ten percent of total) only 22 percent used one or more of the nine programs.
16. Whether teachers have or do not have a permanent contract affected use of the new materials. Forty-five percent of those with permanent contracts were users, while only 29 percent without contracts were users.
17. Teachers from urban-suburban schools used new materials to a greater extent than teachers from any other category of schools. Teachers in rural and small town schools used the new materials least often.
18. Fifty-three percent of the teachers in schools with graduating classes of more than 500 were users of the new materials, while only 24 percent of those from schools with graduating classes under 100 were users.
19. Of the nine programs, *Patterns in Human History* was judged most favorably by users in three dimensions--how well the material worked with students, how well the material compared with other social studies materials, and the degree to which it was recommended for use by other teachers.
20. The second most favorably perceived program was *Geography in an Urban Age*, followed by *Public Issues Series*, *Units in American History*, *Justice in Urban America*, *American Political Behavior*, *Episodes in Social Inquiry*, *Asian Studies Inquiry Series*, and *Holt Social Studies Series*.

Conclusions

Based upon the foregoing findings, the following conclusions seem appropriate:

1. Teachers in the secondary schools surveyed are not using the new social studies materials in substantial numbers.
2. The limited use of *Patterns in Human History, Geography in An Urban Age,* and *Episodes in Social Inquiry* is partially explained by the fact that only a limited number of courses in anthropology, geography, and sociology are being taught.
3. The fact that the *Holt Social Studies Series* is a multi-level, multi-discipline program partially accounts for its being the most used program. However, it is unlikely that most respondents use all components of the Holt materials.
4. Holding a permanent contract, which tends to protect against threat of job loss, may encourage some teachers to adopt innovative programs.
5. Both professional status, as described by current position, and extent of membership in professional organizations seem to be important characteristics of users. Department chairpersons seem most likely to use new materials, while coaches and others who are not primarily classroom teachers seem least likely to use such materials.
6. The location of schools (urban-suburban, urban-inner city, small town, and rural) and the number of students in a school are important determinants of use. Large, urban-suburban schools have the largest percentage of teachers using materials.
7. Secondary teachers who do use the new programs have positive opinions about how well the materials work in their classrooms, how well the materials compare with other social studies curricula, and whether they would recommend use to other teachers.

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APPENDIX A

Letter to Principals

Questionnaire

00957

May 3, 1974

You are one of several hundred high school social studies teachers selected to participate in a four-state study of curriculum implementation trends of nine national social studies projects.

Enclosed you will find a questionnaire to fill out, BUT PLEASE DON'T PANIC. Most, if not all, teachers will find it necessary to respond to only the first one or two items in each Question Set, so the questionnaire should require no more than a few minutes of your time.

You may be assured that the information you provide will be held in the strictest confidence. No mention will be made of you or your school, and no attempt at evaluation is implied or intended. I would also like to point out that no stigma is attached to a teacher's failure to use any of the nine sets of materials which are the subject of this study. You may well use a textbook and materials which are superior in quality to those of the projects.

Recognizing the great demands which are made upon your time, I request your assistance with this study only because it is urgent that we know how effective has been the dissemination of information about the national social studies projects, and that we know what the response of teachers has been to the materials produced by these projects.

Thank you for your time and cooperation in making this study a success.

Sincerely yours,

Mary Jane Turner
Staff Associate

MJT/nd

QUESTIONNAIRE

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Name _____ School _____

School Address _____ School Phone _____

Home Address _____ Home Phone _____

Please answer the following questions:

1. At the conclusion of this academic year, how many years teaching experience will you have had? _____

2. How many years have you been in your present school system? _____

3. Do you have a permanent contract?
   1. _____ Yes
   2. _____ No

4. What is your current position? _____

5. What position would you like to hold five years from now? _____

6. What is your age?
   1. _____ 20-29
   2. _____ 30-39
   3. _____ 40-49
   4. _____ Over 50

7. What universities have you attended? _____

8. How many semester hours of university credit do you have beyond the BA/BS?
   _____

9. To how many professional organizations do you belong? _____

10. What was approximate size of your school's most recent graduating class?
    1. _____ Under 100
    2. _____ 100-300
    3. _____ 301-500
    4. _____ Over 500

11. Which one of the following best characterizes the location of your school?
    1. _____ Urban-inner city
    2. _____ Urban-suburban
    3. _____ Small town
    4. _____ Rural

12. How far is your school located from a teacher training institution such as a university, college, ERIC Clearinghouse, or Regional Laboratory?
    1. _____ 00-50
    2. _____ 51-100
    3. _____ Over 100

13. List the name, grade level, and number of sections of all social studies courses you are currently teaching.

Complete Course Name	Grade Level	Number of Sections
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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QUESTION SET 1

1. Have you ever heard of American Political Behavior (APB) developed by the High School Curriculum Center in Government, Indiana University; Howard D. Mehlinger and John J. Patrick, Directors; Ginn, 1972?

   1._____Yes

   2._____No

IF NO, GO ON TO QUESTION SET 2. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined American Political Behavior?

   1._____Yes

   2._____No

IF NO, GO ON TO QUESTION SET 2. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of American Political Behavior materials before you examined them? Check all that apply.

   _____Professional publication such as a journal or book on social studies

   _____Project newsletter

   _____College or university course

   _____Professional meeting

   _____Special institute or workshop

   _____Friend or colleague

   _____Publisher's representative

   _____Other (please specify)_____

4. Have you ever attended inservice training sessions or workshops in the use of American Political Behavior materials?

   1._____Yes

   2._____No

5. Have you used these materials during the 1973-74 academic year?

   1._____Yes

   2._____No

IF NO, GO ON TO QUESTION SET 2. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.

   1._____You individually

   2._____The department chairman

   3._____A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.

   1._____Yes

   2._____No

   3._____Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

   _____

   _____

   _____

9. Which one of the following best characterizes the way in which you use these materials? Check only one.

   1._____Complete curriculum package

   2._____Textbooks

   3._____Selected unit books or pamphlets

   4._____Resource units or teacher guides

   5._____Reference materials

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10. How often did American Political Behavior materials work well with your students?

1._____Always worked well

2._____Often worked well

3._____Sometimes worked well

4._____Rarely worked well

5._____Never worked well

11. How do these materials compare with other social studies materials you have used?

1._____Much better than others

2._____Better than others

3._____About the same as others

4._____Worse than others

5._____Much worse than others

12. Would you recommend these materials for use by others?

1._____Yes, without reservation

2._____Yes, with qualifications

3._____No

13. Which units and/or games and simulations are you using?

_____

_____

_____

QUESTION SET 2

1. Have you ever heard of the Asian Studies Inquiry Program developed by the Asian Studies Curriculum Project, University of California at Berkeley; John U. Michaelis and Robin J. McKeown, Directors; Field Education Publications, 1969?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 3. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Asian Studies Inquiry Program?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 3. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Asian Studies Inquiry Program materials before you examined them? Check all that apply.

_____Professional publication such as a journal or a book on social studies

_____Project newsletter

_____College or university course

_____Professional meeting

_____Special institute or workshop

_____Friend or colleague

_____Publisher's representative

_____Other (please specify)_____

4. Have you ever attended inservice training sessions or workshops in the use of the Asian Studies Inquiry Program materials?

1._____Yes

2._____No

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5. Have you used these materials during the 1973-74 academic year?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 3. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.

1._____You individually

2._____The department chairman

3._____A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.

1._____Yes

2._____No

3._____Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

_____

_____

_____

9. Which one of the following best characterizes the way in which you use these materials? Check only one.

1._____Complete curriculum package

2._____Textbooks

3._____Selected unit books or pamphlets

4._____Resource units or teacher guides

5._____Reference materials

10. How often did Asian Studies Inquiry Program materials work well with your students?

1._____Always worked well

2._____Often worked well

3._____Sometimes worked well

4._____Rarely worked well

5._____Never worked well

11. How do these materials compare with other social studies materials you have used?

1._____Much better than others

2._____Better than others

3._____About the same as others

4._____Worse than others

5._____Much worse than others

12. Would you recommend these materials for use by others?

1._____Yes, without reservation

2._____Yes, with qualifications

3._____No

13. How many unit booklets are you using?

_____

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QUESTION SET 3

1. Have you ever heard of Episodes in Social Inquiry Series developed as part of the Sociological Resources for the Social Studies Project; Robert C. Angell, Director; Allyn and Bacon, 1969?

   1._____Yes

   2._____No

IF NO, GO ON TO QUESTION SET 4. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined the Episodes in Social Inquiry Series?

   1._____Yes

   2._____No

IF NO, GO ON TO QUESTION SET 4. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Episodes in Social Inquiry Series materials before you examined them? Check all that apply.

   _____Professional publication such as a journal or a book on social studies

   _____Project newsletter

   _____College or university course

   _____Professional meeting

   _____Special institute or workshop

   _____Friend or colleague

   _____Publisher's representative

   _____Other (please specify)_____

4. Have you ever attended inservice training sessions or workshops in the use of the Episodes in Social Inquiry Series materials?

   1._____Yes

   2._____No

5. Have you used these materials during the 1973-74 academic year?

   1._____Yes

   2._____No

IF NO, GO ON TO QUESTION SET 4. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use the materials? Check only one.

   1._____You individually

   2._____The department chairman

   3._____A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.

   1._____Yes

   2._____No

   3._____Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

   _____

   _____

   _____

9. Which one of the following best characterizes the way in which you use these materials? Check only one.

   1._____Complete curriculum package

   2._____Textbooks

   3._____Selected unit books or pamphlets

   4._____Resource units or teacher guides

   5._____Reference materi

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10. How often did Episodes in Social Inquiry Series materials work well with your students?

1._____Always worked well

2._____Often worked well

3._____Sometimes worked well

4._____Rarely worked well

5._____Never worked well

11. How do these materials compare with other social studies materials you have used?

1._____Much better than others

2._____Better than others

3._____About the same as others

4._____Worse than others

5._____Much worse than others

12. Would you recommend these materials for use by others?

1._____Yes, without reservation

2._____Yes, with qualifications

3._____No

13. How many unit booklets are you using?

_____

QUESTION SET 4

1. Have you ever heard of Geography in an Urban Age developed by the High School Geography Project (HSGP); Nicholas Helburn, Director; The Macmillan Co., 1969-70?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 5. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Geography in an Urban Age?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 5. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Geography in an Urban Age materials before you examined them? Check all that apply.

_____Professional publication such as a journal or a book on social studies

_____Project newsletter

_____College or university course

_____Professional meeting

_____Special institute or workshop

_____Friend or colleague

_____Publisher's representative

_____Other (please specify)_____

4. Have you ever attended inservice training sessions or workshops in the use of Geography in an Urban Age materials?

1._____Yes

2._____No

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5. Have you used these materials during the 1973-74 academic year?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 5. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.

1._____You individually

2._____The department chairman

3._____A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.

1._____Yes

2._____No

3._____Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

_____

_____

_____

9. Which one of the following best characterizes the way in which you use these materials? Check only one.

1._____Complete curriculum package

2._____Textbooks

3._____Selected unit books or pamphlets

4._____Resource units or teacher guides

5._____Reference materials

10. How often did Geography in an Urban Age materials work well with your students?

1._____Always worked well

2._____Often worked well

3._____Sometimes worked well

4._____Rarely worked well

5._____Never worked well

11. How do these materials compare with other social studies materials you have used?

1._____Much better than others

2._____Better than others

3._____About the same as others

4._____Worse than others

5._____Much worse than others

12. Would you recommend these materials for use by others?

1._____Yes, without reservation

2._____Yes, with qualifications

3._____

13. How many [illegible] you using?

_____

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QUESTION SET 5

1. Have you ever heard of the Holt Social Studies Series developed by the Social Studies Curriculum Project at Carnegie-Mellon University; Edwin Fenton, Director; Holt, Rinehart and Winston, 1967-69?

   1._____Yes

   2._____No

IF NO, GO ON TO QUESTION SET 6. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Holt Social Studies Series?

   1._____Yes

   2._____No

IF NO, GO ON TO QUESTION SET 6. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Holt Social Studies Series materials before you examined them? Check all that apply.

   _____Professional publication such as a journal or a book on social studies

   _____Project newsletter

   _____College or university course

   _____Professional meeting

   _____Special institute or workshop

   _____Friend or colleague

   _____Publisher's representative

   _____Other (please specify)_____

4. Have you ever attended inservice training sessions or workshops in the use of the Holt Social Studies Series materials?

   1._____Yes

   2._____No

5. Have you used these materials during the 1973-74 academic year?

   1._____Yes

   2._____No

IF NO, GO ON TO QUESTION SET 6. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.

   1._____You individually

   2._____The department chairman

   3._____A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.

   1._____Yes

   2._____No

   3._____Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

   _____

   _____

   _____

9. Which one of the following best characterizes the way in which you use these materials? Check only one.

   1._____Complete curriculum package

   2._____Textbooks

   3._____Selected unit books pamphlets

   4._____Resource units and teacher guides

   5._____Reference materials

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10. How often did Holt Social Studies Series materials work well with your students?

1._____Always worked well
2._____Often worked well
3._____Sometimes worked well
4._____Rarely worked well
5._____Never worked well

11. How do these materials compare with other social studies materials you have used?

1._____Much better than others
2._____Better than others
3._____About the same as others
4._____Worse than others
5._____Much worse than others

12. Would you recommend these materials for use by others?

1._____Yes, without reservation
2._____Yes, with qualifications
3._____No

13. Which textbooks and audio-visual materials are you using?

_____

_____

_____

QUESTION SET 6

1. Have you ever heard of Justice in Urban America series developed by the Law in American Society Foundation; Robert H. Ratcliffe, Director; Houghton-Mifflin, 1970?

1._____Yes
2._____No

IF NO, GO ON TO QUESTION SET 7. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Justice in Urban America Series?

1._____Yes
2._____No

IF NO, GO ON TO QUESTION SET 7. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Justice in Urban America Series materials before you examined them? Check all that apply.

_____Professional publication such as a journal or a book on social studies
_____Project newsletter
_____College or university course
_____Professional meeting
_____Special institute or workshop
_____Friend or colleague
_____Publisher's representative
_____Other (please specify)_____

4. Have you ever attended inservice training sessions or workshops in the use of the Justice in Urban America Series materials?

1._____Yes
2._____No

5. Have you used these materials during the 1973-74 academic year?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 7. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.

1._____You individually

2._____The department chairman

3._____A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.

1._____Yes

2._____No

3._____Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

_____

_____

_____

9. Which one of the following best characterizes the way in which you use these materials? Check only one.

1._____Complete curriculum package

2._____Textbooks

3._____Selected unit books or pamphlets

4._____Resource units or teacher guides

5._____Reference materials

10. How often did Justice in Urban America Series materials work well with your students?

1._____Always worked well

2._____Often worked well

3._____Sometimes worked well

4._____Rarely worked well

5._____Never worked well

11. How do these materials compare with other social studies materials you have used?

1._____Much better than others

2._____Better than others

3._____About the same as others

4._____Worse than others

5._____Much worse than others

12. Would you recommend these materials for use by others?

1._____Yes, without reservation

2._____Yes, with qualifications

3._____No

13. How many unit booklets are you using?

_____

QUESTION SET 7

1. Have you ever heard of Patterns in Human History developed by the Anthropology Curriculum Study Project (ACSP); Malcolm Collier, Director; The Macmillan Co., 1971?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 8. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Patterns in Human History?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 8. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Patterns in Human History materials before you examined them? Check all that apply.

_____Professional publication such as a journal or a book on social studies

_____Project newsletter

_____College or university course

_____Professional meeting

_____Special institute or workshop

_____Friend or colleague

_____Publisher's representative

_____Other (please specify)_____

4. Have you ever attended inservice training sessions or workshops in the use of the Patterns in Human History materials?

1._____Yes

2._____No

5. Have you used these materials during the 1973-74 academic year?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 8. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.

1._____You individually

2._____The department chairman

3._____A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.

1._____Yes

2._____No

3._____Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

_____

_____

_____

9. Which one of the following best characterizes the way in which you use these materials? Check only one.

1._____Complete curriculum package

2._____Textbooks

3._____Selected unit books or pamphlets

4._____Resource units or teacher guides

5._____Reference materials

10. How often did Patterns in Human History materials work well with your students?

1._____Always worked well
2._____Often worked well
3._____Sometimes worked well
4._____Rarely worked well
5._____Never worked well

11. How do these materials compare with other social studies materials you have used?

1._____Much better than others
2._____Better than others
3._____About the same as others
4._____Worse than others
5._____Much worse than others

12. Would you recommend these materials for use by others?

1._____Yes, without reservation
2._____Yes, with qualifications
3._____No

13. How many units are you using?

_____

QUESTION SET 8

1. Have you ever heard of Public Issue Series developed by the Social Studies Project at Harvard University; Fred M. Newmann and Donald W. Oliver, Directors; American Education Publications, 1967-70?

1._____Yes
2._____No

IF NO, GO ON TO QUESTION SET 9. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Public Issue Series?

1._____Yes
2._____No

IF NO, GO ON TO QUESTION SET 9. IF YES, RESPOND TO THE FOLLOWING.

3. From what sources did you first hear of the Public Issue Series materials before you examined them? Check all that apply.

_____Professional publication such as a journal or a book on social studies
_____Project newsletter
_____College or university course
_____Professional meeting
_____Special institute or workshop
_____Friend or colleague
_____Publisher's representative
_____Other (please specify)_____

4. Have you ever attended in-service training sessions or workshops in the use of the Public Issue Series materials?

1._____Yes
2._____No

5. Have you used these materials during the 1973-74 academic year?

1._____Yes

2._____No

IF NO, GO ON TO QUESTION SET 9. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.

1._____You individually

2._____The department chairman

3._____A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.

1._____Yes

2._____No

3._____Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

_____

_____

_____

9. Which one of the following best characterizes the way in which you use these materials? Check only one.

1._____Complete curriculum package

2._____Textbooks

3._____Selected unit books or pamphlets

4._____Resource units or teacher guides

5._____Reference materials

10. How often did Public Issue Series materials work well with your students?

1._____Always worked well

2._____Often worked well

3._____Sometimes worked well

4._____Rarely worked well

5._____Never worked well

11. How do these materials compare with other social studies materials you have used?

1._____Much better than others

2._____Better than others

3._____About the same as others

4._____Worse than others

5._____Much worse than others

12. Would you recommend these materials for use by others?

1._____Yes, without reservation

2._____Yes, with qualifications

3._____No

13. How many unit lessons are you _____?

_____

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QUESTIONS

1. Have you ever heard of Units in American History developed by the Committee on the Study of History, Amherst Project; Richard H. Brown, Director; Addison-Wesley, 1970-72?

   1._____Yes

   2._____No

IF NO, YOU ARE DONE. THANK YOU FOR YOUR COOPERATION. IF YES, RESPOND TO THE FOLLOWING.

2. Have you ever examined Units in American History?

   1._____Yes

   2._____No

IF NO, YOU ARE DONE. THANK YOU FOR YOUR COOPERATION. IF YES, RESPOND TO THE FOLLOWING.

3. From what source did you first hear of the Units in American History materials before you examined them? Check all that apply.

   _____Professional publication such as a journal or a book on social studies

   _____Project newsletter

   _____College or university course

   _____Professional meeting

   _____Special institute or workshop

   _____Friend or colleague

   _____Publisher's representative

   _____Other (please specify)_____

4. Have you ever attended inservice training sessions or workshops in the use of the Units in American History materials?

   1._____Yes

   2._____No

5. Have you used these materials during the 1973-74 academic year?

   1._____Yes

   2._____No

IF NO, YOU ARE DONE. THANK YOU FOR YOUR COOPERATION. IF YES, RESPOND TO THE FOLLOWING.

6. Who made the decision to use these materials? Check only one.

   1._____You individually

   2._____The department chairman

   3._____A formally designated curriculum selection committee

7. Is this material on the state textbook adoption list? Check only one.

   1._____Yes

   2._____No

   3._____Does not apply because state does not have textbook adoption list

8. In what social studies courses are you using the materials?

   _____

   _____

   _____

9. Which one of the following best characterizes the way in which you use these materials? Check only one.

   1._____Complete curriculum package

   2._____Textbooks

   3._____Selected unit books or pamphlets

   4._____Resource units or teacher guides

   5._____Reference materials

10. How often did Units in American History materials work well with your students?

1._____Always worked well
2._____Often worked well
3._____Sometimes worked well
4._____Rarely worked well
5._____Never worked well

11. How do these materials compare with other social studies materials you have used?

1._____Much better than others
2._____Better than others
3._____About the same as others
4._____Worse than others
5._____Much worse than others

12. Would you recommend these materials for use by others?

1._____Yes, without reservation
2._____Yes, with qualifications
3._____No

13. How many unit booklets are you using?

_____

THANK YOU FOR YOUR COOPERATION.

APPENDIX B

New Social Studies Materials List

Data Sheets on Nine Social Studies Programs
(from *Social Studies Curriculum Materials Data Book*,
Boulder, Colorado: Social Science Education
Consortium, Inc., 1971--.)

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TITLE	DIRECTOR	PUBLISHER	PUBL. DATE	GRADE LEVEL	REQUIRED TIME	COMPONENTS	SUBJECT AREA
American Political Behavior	Howard D. Mehlinger & John J. Patrick	Ginn & Co.	1972	9-12	one year	text, games, simulations, media & worksheets	American government
Asian Studies Inquiry Series	John U. Michaelis & Robin J. McKeown	Field Educational Publications	1969	10-12	8-12 weeks	15 booklets	culture studies
Episodes in Social Inquiry	Robert C. Angell	Allyn & Bacon, Inc.	1969-74	10-12	supplementary	23 booklets	sociology
Geography in an Urban Age	Nicholas Helburn	The Macmillan Co.	1970	10-12	one year	unit booklets, workbooks, games, simulations, & media	geography
Holt Social Studies Series	Edwin Fenton	Holt, Rinehart & Winston, Inc.	1967-69	9-12	4 years	texts, media	multi-discipline
Justice in Urban America	Robert H. Ratcliffe	Houghton-Mifflin Co.	1970	9-12	one year	6 booklets	legal education
Patterns in Human History	Malcolm Collier	The Macmillan Co.	1971	9, 10	one semester	student readings, artifacts, media	anthro-pology
Public Issues Series	Fred M. Newmann & Donald W. Oliver	American Education Publications	1967-70	7-12	supplementary	24 unit booklets	public issues
Units in American History	Richard H. Brown	Addison-Wesley Publishing Co.	1970-73	9-12	supplementary	13 unit booklets	American history

INDIANA UNIVERSITY
HIGH SCHOOL CURRICULUM CENTER IN GOVERNMENT
AMERICAN POLITICAL BEHAVIOR (APB)

March 15, 1972

Directors: Howard D. Mehlinger, Professor of History and Education
Indiana University
John J. Patrick, Professor of Social Studies Education
Indiana University

Project Address: High School Curriculum Center in Government
Indiana University
1129 Atwater
Bloomington, Indiana 47401

Publisher: Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173

Publication Date: 1972

Availability: From publisher

Grade Level: 9-12

Subject Area: Political Science

Overview

The High School Curriculum Center in Government, a joint project of the Department of Government and the School of Education at Indiana University, was funded by the U.S. Office of Education in 1966 for a five-year period to develop materials for civics and American government courses. By incorporating insights from the disciplines of political science, sociology, and anthropology, and taking advantage of those positive, supportive feelings which young people have toward American institutions, the developers have prepared a more [illegible] alternative to traditional curricula. *American Political Behavior* (APB) was designed to provide a full year's instruction; however, units one, two, and three, and units four and five have both been used successfully as one-semester courses. In addition to a textbook, the course includes a Teacher's Guide, two simulations, two games, worksheets, and short-answer tests.

Materials and Cost

Student Text:

American Political Behavior. By Howard D. Mehlinger and John Patrick. 565 pp.; 7½" x 9¼", hardcover. $ 5.22

American Political Behavior (Book 1). By Howard D. Mehlinger and John Patrick. Units 1, 2, and 3, paperbound. $ 2.40

American Political Behavior, (Book 2). By Howard D. Mehlinger and John Patrick. Units 4 and 5, paperbound $ 2.49

Teacher's Guide: The final commercially-published form of the Teacher's Guide was not available at the time of the printing of this data sheet. The following information was available:

Tests with Key (Book 1), Duplicating Masters	$16.80
Tests with Key (Book 2), Duplicating Masters	$16.80
Transparencies (Book 1)	$19.74
Transparencies (Book 2)	$22.50

(Transparencies are also to be printed in the back of the Teacher's Guide.)

Worksheets (Book 1), Duplicating Masters	$ 8.58
Worksheets (Book 2), Duplicating Masters	$ 5.07
Simulation: "Influence"	$ 5.97
Simulation: "City Hall"	$ 5.97
Board (Card) Games: "Bottleneck, Ninth"; "Justice"	$49.50

All of the above adjunctive materials constitute important elements in the curriculum. For instance, several lessons which are structured around the transparencies are concerned with the generation, organization, and interpretation of data. Others are utilized to provoke speculation on test hypotheses. Exercises in graph and table construction and reading are presented in the worksheets, while the tests have been provided as vehicles with which teachers and students can determine if the objectives of the course are being achieved.

Required or Suggested Time

APB was designed as a one-year program for grades 9-12; however, the basic textbook is presented in two ways. A hardcover text includes all five units of the material while two paperbacks cover units one, two, and three, and units four and five respectively. Each of the paperbacks emphasizes different concepts, but each can stand alone to make up a one-semester course. Each lesson plan notes the estimated amount of time required to teach that lesson based on the average time which was required during the piloting of the materials.

Intended User Characteristics

The materials have been designed for secondary students in grades 9 through 12. According to the evaluation of the final trial edition, APB requires no special teacher training beyond that provided by the Teacher's Guide.

Rationale and General Objectives

The developers of APB felt that existing courses in civics and American government did not help students to acquire those concepts which would enable them to understand political phenomena; nor those skills of inquiry which would help them assimilate, analyze, and evaluate the data which confronts them. Among the many objectives established for APB are the following: developing student abilities to select, organize, and interpret information; developing the ability to utilize concepts and make generalizations about political activity and behavior; increasing the capability to develop or select appropriate alternatives; developing an ability to make rational value judgments based upon empirical evidence; and reinforcing democratic political beliefs.

Content

The content is structured in terms of basic behavioral science concepts, such as culture, socialization, status, role, social class, and decision making, that can enhance understanding of political behavior. The course seeks to bring these concepts into some logical and scientific relationship to each other; to translate them into terms high school students can understand; and to provide practice in their proper use by planning investigations through which the concepts are made operational. The five major units of instruction which make up the course are entitled: 1) Introduction to the Study of Political Behavior; 2) Similarities and Differences in Political Behavior; 3) Elections and Voting Behavior; 4) Political Decision Makers; and 5) Unofficial Political Specialists.

Teaching Procedures

APB employs four basic learning steps, each of which has different purposes and requires different instructional techniques. The first is a "confrontation" step in which the student is presented with provocative material to focus his attention and to stimulate speculation or hypothesizing. The second is a "rule-example" step during which there is systematic inquiry into pertinent data using a variety of skills. During the third, or "application," step the skills and ideas previously acquired are applied to raw data to provide clues about the extent to which instructional objectives have been attained. The final is the "value judgment-policy decision" stage in which there is value clarification. The students are encouraged to think normatively, while relating their judgments to an empirical context.

Evaluative Data

The results of an evaluation of the published APB materials are not yet available; however, the experimental materials were field tested successfully by approximately 100 teachers and 10,000 students in suburban, urban, and rural areas. The results of an evaluation of the final experimental version conducted in 1970 contributed to the revision of the course for publication.

References

1. Mehlinger, Howard D., and John J. Patrick. "The Use of 'Formative' Evaluation in an Experimental Curriculum Project" in "Research in Social Studies Education." *Social Education*. Vol. 35 (December 1971) pp. 884-87, 892.
2. Patrick, John J. "The Impact of an Experimental Course, 'American Political Behavior,' on the Knowledge, Skills, and Attitudes of Secondary School Students" in "Research in Social Studies Education." *Social Education*. Vol. 36 (February 1972) pp. 168-179.
3. Sanders, Norris M., and Marlin L. Tanck. "The High School Curriculum Center in Government, Indiana University" in "A Critical Appraisal of Twenty-Six National Social Studies Projects." *Social Education*. Vol. 34 (April 1970) pp. 428-431.

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March 15, 1972
Revised

CALIFORNIA, UNIVERSITY OF, AT BERKELEY
ASIAN STUDIES CURRICULUM PROJECT
ASIAN STUDIES INQUIRY PROGRAM

Directors:	John U. Michaelis, Professor of Education University of California at Berkeley Robin J. McKeown, now Assistant Professor of Education University of California at Riverside
Project Address:	School of Education Tolman Hall University of California Berkeley, California 94720
Publisher:	Field Educational Publications, Inc. 2400 Hanover Street Palo Alto, California 94304
Publication Date:	1969
Availability:	From publisher
Grade Level:	10 (11, 12)
Subject Area:	Asian Studies

Overview

Developed as a part of the USOE's Project Social Studies, the materials represent about eight to 12 weeks of a cultural studies program for a 10th-grade world history course. The materials are designed to help students in developing their own conclusions about Asia, past and present, and are based on well-defined social science concepts, an extensive rationale, and well-stated general objectives.

Materials and Cost

Student Text:

Cluster I: Asian Thought:

Confucianism and Taoism. By A. Jeff Tudisco. 64 pp., packs of 10 .00

Buddhism. By Everett B. Johnson, Jr. 64 pp., packs of 10 $ 9.00

Chinese Painting. By David L. Weitzman. 48 pp., packs of 10 $ 6.60

Chinese Popular Fiction. By David L. Weitzman. 64 pp., packs of 10 $ 9.00

Gandhi. By Daniel R. Birch and D. Ian Allen. 64 pp., packs of 10 $ 9.00

Cluster II: Changing Patterns of Asian Life:

East Meets West. By David L. Weitzman. 64 pp., packs of 10 $ 9.00

Mao Tse-tung and the Chinese Revolution. By David L. Weitzman. 64 pp., packs of 10 $ 9.00

Life in Communist China. By Daniel R. Birch. 64 pp., packs of 10 $ 9.00

Modernization in Japan. By Robin J. McKeown. 64 pp., packs of 10 $ 9.00

China and the United States. By David L. Weitzman. 64 pp., packs of 10 $ 9.00

Cluster III: Traditional Patterns of Asian Life:

Man and His Environment in Asia. By Christopher L. Salter. 64 pp., packs of 10 $ 9.00

Food and Survival in Asia. By Robin J. McKeown. 64 pp., packs of 10 $ 9.00

Man and Woman in Asia. By Robin J. McKeown. 64 pp., packs of 10 $ 9.00

Class and Caste in Village India. By A. Jeff Tudisco. 48 pp. packs of 10 $ 6.60

Cultural Patterns in Asian Life. By Everett B. Johnson, Jr. 64 pp., packs of 10 $ 9.00

Cluster Packs: contains 50 pupil editions (10 copies of 5 titles) plus a comprehensive teacher's guide in a corrugated storage unit

Asian Thought. $42.00

Changing Patterns of Asian Life. $42.00

Traditional Patterns of Asian Life. $42.00

Teacher's Guide:

Asian Thought. 48 pp. $ .75

Changing Patterns of Asian Life. 48 pp. $ .75

Traditional Patterns of Asian Life. 48 pp. $ .75

Each Teacher's Guide and Student Text is a 7¼" x 9¾" paper-covered booklet.

Each of the 15 student booklets follows the same format: 1) an introduction to help the student focus on the problem or topic to be considered; 2) a series of readings presenting data on the problem or topic; and 3) a series of questions to guide the student in formulating generalizations about the problem or topic.

The Teacher's Guide for each set of five study booklets provides suggestions on how to conduct research in the classroom as well as lists of questions to be used in the classroom discussion at the end of each reading.

Required or Suggested Time

The 15 booklets can comprise 8 to 12 weeks' work in a social studies program. Booklets and individual lessons can be used independently.

Intended User Characteristics

Materials are intended for average-ability secondary students, especially 10th-graders. The teacher needs some background in Asian history and discussion-leading ability.

Rationale and General Objectives

Rather than memorizing such minutiae as the dynasties of China, a student should confront universal concepts such as the nature of man, progress, man's relation to man, and the purpose of government. In the Teacher's Guide it states that one of the most convincing reasons for studying Asia is that it offers a rich variety of views of man.

General objectives for the program are to provide knowledge of Asian cultural patterns, classroom experience with universal issues and problems illuminating human behavior from a variety of cultural perspectives, use of inquiry skills, and the development of positive attitudes toward Asia and its study.

Content

The five units on *Asian Thought* use Asian culture to introduce the student to discussions on art, literature, religion, and their underlying principles. These five units improve the student's understanding of concepts and attitudes presented in the other two sets of units.

The five units on *Changing Patterns of Asian Life* are intended to improve student understanding of the critical problems affecting the 20th-Century Asia and East-West relations; they explore how political changes take place, the impact of modernization on traditional societies, and the interaction between sharply contrasting cultures.

The third cluster of five units, *Traditional Patterns of Asian Life*, contrasts traditional patterns of life in Asia. The materials reflect the influence of geography, climate, philosophies, and religion upon Asians and their economic, political, and social institutions.

Teaching Procedures

The general classroom strategy consists of discussions based on the readings. Students are expected to raise questions of their own and to create ideas and try them out on their classmates. The teacher is to restrict himself to open-ended questions and refrain from giving absolute answers.

Evaluative Data

Not available.

References

1. McKeown, Robin J. "Developing Asian Studies Program Materials." *Social Education.* Vol. 33 (November 1969) pp. 838-845.
2. Michaelis, John U. *Teaching Materials on Asian Countries (Grades I-XII).* Washington, D.C.: U.S. Department of Health, Education, and Welfare, U.S. Office of Education, 1 July 1968. 317 pp. ERIC, ED 021 866.
3. Sanders, Norris M., and Marlin L. Tanck. "Asian Studies Inquiry Program" in "A Critical Appraisal of Twenty-Six National Social Studies Projects." *Social Education.* Vol. 34 (April 1970) pp. 435-36.

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March 15, 1971

SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES EPISODES IN SOCIAL INQUIRY SERIES

Director:	Robert C. Angell
Project Address:	Sociological Resources for the Social Studies (SRSS) 503 First National Building Ann Arbor, Michigan 48108
Publisher:	Allyn and Bacon, Inc. Rockleigh, New Jersey 07647
Publication Date:	Leadership in American Society: A Case Study of Black Leadership, 1969 The Incidence and Effects of Poverty in the United States, 1969 Images of People, 1969 Testing for Truth: A Study of Hypothesis Evaluation, 1969 Social Mobility in the United States, 1970 Additional Episodes are in preparation with several titles due for publication in 1971.
Availability:	From publisher Transparencies to supplement The Incidence and Effects of Poverty in the United States, Images of People, and Social Mobility in the United States must be ordered from Film Central, 373 West Bennett, Saline, Michigan 48176
Grade Level:	10-12
Subject Area:	Sociology

Overview

SRSS is sponsored by the American Sociological Association and funded by the National Science Foundation. The *Episodes* were written by teams of professional sociologists and social studies teachers. After extensive field testing in a wide variety of school situations, the *Episodes* were evaluated and revised by the developers, and commercially published by Allyn and Bacon, Inc. The *Episodes* were designed to provide students with a brief but dramatic first-hand experience with social data; this experience places them in a position to analyze the data and draw conclusions based on a scientific process of sociological inquiry. Underlying this approach is the conviction that learning is most effective when students are actively engaged in the process of gathering and analyzing data to reach conclusions. The *Episodes* may be used to supplement courses in history, government, economics, problems of democracy, and sociology. Student pamphlets include readings, statistical charts and graphs, pictures, and diagrams. Each of the *Episodes* is accompanied by an Instructor's Guide which provides teachers with background reading on sociological content, suggested strategies, ditto masters for student handouts, and bibliographies of suggested instructional materials.

Materials and Cost

The *Episodes* must be ordered in sets of ten. Single copies may not be purchased. Each order includes the Instructor's Guide at no additional cost. Each Student Text is 7½" x 8½"; each Instructor's Guide is 8½" x 11"; all are stapled paper covered.

Leadership in American Society.	
Student Texts: 65 pp.	$ 5.73
Instructor's Guide: 28 pp.	per set
The Incidence and Effects of Poverty in the United States.	
Student Texts: 57 pp.	$ 5.73
Instructor's Guide: 86 pp.	per set
Images of People.	
Student Text: 27 pp.	$ 3.63
Instructor's Guide: 57 pp.	per set
Testing for Truth.	
Student Text: 30 pp.	$ 3.63
Instructor's Guide: 45 pp.	per set
Social Mobility in the U.S.	
Student Text: 46 pp.	$ 3.63
Instructor's Guide: 66 pp.	per set
Optional transparency sets:	
The Incidence and Effects of Poverty in the United States.	
6 transparencies	$13.25
Images of People.	
2 transparencies	$ 4.50
Social Mobility in the U.S.	
4 transparencies	$ 8.00

Required or Suggested Time

Each of the *Episodes* can be taught in approximately two weeks. Since the materials are designed for supplemental use, there is no sequential usage pattern.

Intended User Characteristics

The *Episodes* are appropriate for average and above-average senior high school students. A background in mathematics is helpful since students and teachers will be dealing, to varying degrees, with statistics. Teachers need not have an extensive background in sociology since the Instructor's Guides provide thorough guidelines as well as background reading.

Rationale and General Objectives

SRSS is based on the conviction that an understanding of society is a vital aspect of the educational experience. An episodic approach was selected because episodes can be integrated into traditional social studies courses. A basic premise of the project is that experience is the most direct path toward meaningful learning. Since the *Episodes* offer first-hand experience with empirical data, they encourage careful use of scientific techniques rather than reliance on unsupported value judgments in considering social problems. The underlying objective is to teach students to reason from evidence and to appreciate the utility of sociological concepts and procedures through knowledge of their results.

See Rationale and General Objectives in the Summary Data Sheet.

Content

No effort is made to review the literature or provide a textbook approach to sociology. The materials have been selected to emphasize that sociology is concerned primarily with the facts of social reality, with life as it is rather than as it should be. Although students are encouraged to visualize alternative solutions to social problems, the materials do not indicate preferences. Concepts emphasized include social mobility, social stratification, poverty, discrimination, prejudice, social institutions, leadership, and social change.

Teaching Procedures

Students are provided with data consisting of case studies, charts, graphs, and diagrams. The Instructor's Guides suggest a variety of teaching techniques and strategies for engaging students in active inquiry, analysis, and reasoning towards tentative conclusions. Sometimes the deductive process is employed. Generalizations or tested hypotheses are applied to new situations to help students understand what is happening, and why. However, emphasis on an inquiry approach is evident in the inductive nature of the majority of the activities.

Evaluative Data

Not applicable.

References

1. McCargar, Robert S., and James S. Eckenrod. "Curriculum Change in the Social Studies: The Episode Approach." *Sociological Resources for the Social Studies Newsletter*. No. 8 (Autumn 1969) pp. 1-3.
2. Sanders, Norris M., and Marlin L. Tanck. "Sociological Resources for the Social Studies (SRSS)" in "A Critical Appraisal of Twenty-Six National Social Studies Projects." *Social Education*. Vol. 34 (April 1970) pp. 433-34.
3. Wilson, Everett K. "Inductive Methods in Teaching Sociology." *Sociological Resources for the Social Studies Newsletter*. No. 5 (Summer 1968) pp. 1-3.

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March 15, 1971

HIGH SCHOOL GEOGRAPHY PROJECT
GEOGRAPHY IN AN URBAN AGE

Director:	Project closed in August 1970 Former directors are William Pattison, Nicholas Helburn, and Dana Kurfman
Project Address:	Project business is being handled by the Association of American Geographers 1146 16th Street, N.W. Washington, D.C. 20036
Publisher:	The Macmillan Company School Division 866 Third Avenue New York, New York 10022
Publication Date:	Unit 1: Geography of Cities, 1969 Unit 2: Manufacturing and Agriculture, 1969 Unit 3: Cultural Geography, 1970 Unit 4: Political Geography, 1970 Unit 5: Habitat and Resources, 1970 Unit 6: Japan, 1970
Availability:	From publisher
Grade Level:	10 (7-12)
Subject Area:	Geography Core Anthropology, Economics, History, Political Science, and Sociology

Overview

Sponsored by the Association of American Geographers, HSGP received funds from various sources, including over $2 million from the National Science Foundation, during a 10-year developmental period which ended in 1970. The materials are for a one-year, multi-media geography course intended particularly for the 10th grade, but with a potential for use at any point in the secondary social studies program. They focus on the themes of settlement and urban geography and utilize concepts from history, anthropology, sociology, political science, and economics. Varied student activities and many forms of educational media are employed in each of the six units, with the teacher acting primarily as a facilitator of learning. Evaluative data indicate positive results in both cognitive and affective domains.

Materials and Cost

All student and teacher's booklets, 8½" x 11", paperbound; each teacher's kit contains one set of student materials.

Unit 1: *Geography of Cities*
- Student Materials: kit contains 2 Resources books, 147 pp. each; 1 map packet; each kit accommodates 2 students — $ 5.97
- Teacher's Materials: kit contains 1 Teacher's Guide, 129 pp.; 1 transparency packet; 1 "New Orleans and Vicinity" map; 15 stereoviewers; 4 "Portsville" modulex map boards; 4 "Portsville" activity sheets; 3 tablets of maps and data sheets; 6 sheets of statistical data on Chicago — $240.00

Unit 2: *Manufacturing and Agriculture*
- Student Materials: 1 Resources book: 179 pp. — $ 1.35
- 1 Manual Workbook: 14 pp., in sets of 10 — $ 1.80 set
- Teacher's Materials: kit contains 1 Teacher's Guide, 112 pp.; 1 transparency packet; 2 records; 1 "Game of Famine" — $ 52.80

Unit 3: *Cultural Geography*
- Student Materials: 1 Resources book: 77 pp. — $ .75
- 1 Manual workbook: 111 pp.; in sets of 10 — $ 1.95 set
- Teacher's Materials: kit contains 1 Teacher's Guide, 66 pp.; 1 transparency packet; 1 activity tablet; 2 filmstrips — $ 15.00

Unit 4: *Political Geography*
- Student Materials: 1 Resources book: 50 pp. — $ .48
- 1 Manual workbook: 8 pp.; in sets of 10 — $ 1.65 set
- Teacher's Materials: kit contains 1 Teacher's Guide, 63 pp.; 1 transparency packet; 1 set of newspaper reprints; 1 set of game sheets; 2 tablets of role profiles — $ 31.50

Unit 5: *Habitat and Resources*
- Student Materials: 1 Resources book: 85 pp. — $ 1.20
- 1 Manual workbook: 20 pp.; in sets of 10 — $ 2.40 set
- Teacher's Materials: kit contains 1 Teacher's Guide, 78 pp.; 1 transparency packet; 1 record; 8 sets of data sheets; 1 set of role profiles; 3 sets of readings; 15 sets of maps — $ 39.75

Unit 6: *Japan*
- Student Materials: 1 Resources book: 119 pp. — $ 1.20
- Teacher's Materials: kit contains 1 Teacher's Guide, 43 pp.; 1 filmstrip; 1 transparency packet — $ 10.50
- One complete set for 30 pupils — $651.90

Required or Suggested Time

The course is designed for a one-year course in geography. Units can be purchased and used separately in the following time periods: Unit 1: 5-7 weeks; Unit 2: 6-8 weeks; Unit 3: 3-4 weeks; Unit 4: 4-5 weeks; Unit 5: 5-7 weeks, and Unit 6: 3 weeks.

Intended User Characteristics

Since geography courses in high schools are generally offered at the 9th- or 10th-grade levels, the materials have been designed with these general interest and reading levels in mind. They could be used successfully, however, at any level from 7th through 12th grades. Prior teacher training in geography, although potentially helpful, is not essential for effective implementation of the course materials.

Rationale and General Objectives

The authors believe that a combination of properly selected geographical concepts and varied experiential student activities produce both an intellectually honest and an exciting geography course for secondary students. Since geography includes historical, economic, and political concepts, these concepts are stressed in specific units and learning activities. The chief goal of the course is to provide students with knowledge and cognitive skills to enable them to make generalizations and think abstractly.

Content

Four "traditions" or approaches to geographic content are combined: 1) the spatial tradition concerned with mapping, location, and movement; 2) the area studies tradition; 3) the man-land tradition oriented to the relationships between societies and the earth; and 4) the earth-science approach, involving study of the earth's physical properties. Beginning with this content base, the scope of the units expands to include concepts from the other social sciences. Cultural relativity and diffusion, boundary formation based on political factors, and economic decisions based on cost-benefit analysis are a sampling of the integrated social science concepts found in *Geography In An Urban Age*.

Teaching Procedures

The teaching strategies outlined in each Teacher's Guide include a wide variety of student activities and learning experiences. The teacher serves as a consultant and a facilitator of discussions. Simulation games and role-playing activities are used to stimulate student interest and involvement. Cooperative group work is an integral part of the learning experience.

Evaluative Data

A comprehensive evaluation program was part of the Project from its inception. All available data indicate significant cognitive growth in geographic knowledge on the part of the students, heightened student interest, and marked enjoyment of the program on the part of teachers.

References

1. Krug, Mark, *et al.* "High School Geography Project: An Evaluation." *The New Social Studies*. Itasca, Ill.: Peacock Press, 1970. pp. 88-112.
2. Patton, Donald, ed. *From Geographic Discipline to Inquiring Student*. Washington, D.C.: Association of American Geographers, 1970. 164 pp.

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CARNEGIE-MELLON UNIVERSITY
SOCIAL STUDIES CURRICULUM PROJECT
(SUMMARY DATA SHEET)

March 15, 1971

Director:	Edwin Fenton, Professor of History Carnegie-Mellon University
Project Address:	Carnegie-Mellon University Schenley Park Pittsburgh, Pennsylvania 15213
Publisher:	Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, New York 10017
Publication Date:	Grade 9: Comparative Political Systems, 1967 Comparative Economic Systems, 1968 Grade 10: The Shaping of Western Society, 1968 Tradition and Change in Four Societies, 1968 Grade 11: A New History of the United States, 1969 Grade 12: The Humanities in Three Cities, 1969 Introduction to the Behavioral Sciences, 1969
Availability:	From publisher
Grade Level:	9-12
Subject Area:	Anthropology, Economics, History, Humanities, Political Science, and Sociology

Overview

Carnegie-Mellon University and the public schools of Pittsburgh began working together in 1958 on new ways to teach the social studies. The Carnegie Social Studies Curriculum Development Center was established in 1963, with the program well under way, and supported with funds from the United States Office of Education. The Curriculum Center was established to write and test an entirely new program for high school students. Teams of writers and teachers from Carnegie and the public schools developed materials, tried them out in classrooms, revised them, and tried them again.

Materials and Cost

These materials are designed for a sequential and cumulative series of social studies courses for students in grades 9-12. Each set of course materials consists of one or more textbooks of readings, an audio-visual kit, a testing program, and a teacher's manual containing daily lesson plans. Costs for individual materials and authors of textbooks, teacher's guides, and test booklets are indicated on the data sheets which follow.

Required or Suggested Time

For each grade level there are two packages of material. Each package represents a semester's work. The authors intentionally leave some days open in each semester to be used by the teacher at his discretion. Although each course can be used separately, the curriculum materials have been so developed that what is taught in one course is used, expanded, and reinforced in succeeding courses.

Intended User Characteristics

These materials are to be used by students of average or above-average ability in grades 9-12. The teacher should be familiar with Fenton's theory for an inquiry method in learning. A good source for familiarization with this concept is Edwin Fenton's book entitled *The New Social Studies* (New York: Holt, Rinehart and Winston, Inc., 1967).

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Rationale and General Objectives

The overall objective, as stated in the introduction to each Teacher's Guide, is "to help the student become an independent thinker and a responsible citizen." This objective is divided into three parts: 1) knowledge of content in the particular subject area; 2) development of inquiry skills; and 3) development of a personal value system.

Content

The Project has identified several levels of concepts and has used some of them in developing classroom materials. The first level of concepts identified is referred to as universal: culture, society, and civilization. These are then divided into subcategories, called macro-concepts, including: political system, economic system, social system, and region. A culture, society, or civilization can be studied by using the concepts of the discipline related to each macro-concept. Thus, political systems are classified as totalitarian, democratic, authoritarian, parliamentarian, and so forth. Economic systems are classified as traditional, free market, and command. Societies in most instances are divided into classes: upper-class, middle-class, etc.

For analytical purposes the macro-concepts are broken down into the following categories:

Political System	*Economic System*	*Social System*
Leadership	Values and Goals	Role
Decision Making	Scarcity and Choice	Status
Institution	Resources	Norms
Ideology	Price	Social Class
Citizenship	Distribution	Groups
	Production	Group Interaction
	Economic Growth	Culture Change

Such concepts imply questions to be used in research. For example, leadership suggests such questions as: Who are the leaders? and What are their personal characteristics? These and similar questions from the social science disciplines are to be asked by the student as he studies a culture, society, or civilization.

The authors have intended to present the materials in a value-free manner. The processes employed in the presentation of value-laden topics are primarily those of clarification and analysis. There is little attempt to indoctrinate; in fact, one objective of the course is to prepare students to resist indoctrination. However, there is some attempt to elicit from the student a verbal commitment to his personal values.

Teaching Procedures

The materials require a range of teaching strategies from exposition to student-directed discovery. The lesson plans occasionally call for the teacher to give brief lectures in the midst of discussions, and frequently to ask recitation questions to verify whether students are basing their generalizations on evidence from readings. Most of the lesson plans have been organized around directed discussion in which the teacher, by skillful questioning, leads the students through data to generalizations. Data are presented to the students in the form of readings, transparencies, recordings, filmstrips, pictures, and handouts.

Evaluative Data

The Project used seven testing devices to measure student achievement at various grade levels. The evaluation of the effects of the curriculum indicated that students who were in the experimental classes suffered no great loss in the mastery of content as measured by standardized tests. Use of the materials did not have a significantly greater effect then the regular materials in helping students develop the generalized skills measured by standardized tests. However, in its area of major emphasis—the development of social studies inquiry skills—the experimental curriculum proved to be significantly better than the regular curriculum materials.

References

1. Fenton, Edwin. *Developing a New Curriculum: A Rationale for the Holt Social Studies Curriculum.* New York: Holt, Rinehart and Winston, Inc., 1967. 23 pp.
2. Fenton, Edwin. *Final Report: A High School Social Studies Curriculum for Able Students: Project Numbers HS-041 and H-292.* U.S. Department of Health, Education and Welfare: U.S. Office of Education, Bureau of Research, April 1969. 84 pp. ERIC, ED 030 672.
3. Sanders, Norris M., and Marlin L. Tanck. "A High School Social Studies Curriculum for Able Students, Carnegie-Mellon University" in "A Critical Appraisal of Twenty-Six National Social Studies Projects." *Social Education*, Vol. 34 (April 1970) pp. 397-400.

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LAW IN AMERICAN SOCIETY FOUNDATION JUSTICE IN URBAN AMERICA SERIES

March 15, 1971

Director:	Robert H. Ratcliffe, Professor of Education University of Illinois at Chicago
Project Address:	Law in American Society Foundation Barrister Hall, Suite 850 29 South LaSalle Street Chicago, Illinois 60603
Publisher:	Houghton-Mifflin Company 110 Tremont Street Boston, Massachusetts 02107
Publication Date:	1970
Availability:	From publisher
Grade Level:	9 (10-12)
Subject Area:	Civics, Government, Social Problems

Overview

Developed jointly by the Chicago Bar Association and the Chicago Board of Education, the materials present a frank view of the problems confronting urban America. The purposes and functions of law within society and the relationship of law to each individual are the core of the six-booklet program. Student activities are varied, with inquiry-oriented discussion being the primary instructional mode.

Materials and Cost

Student Texts: Robert H. Ratcliffe, ed. 6½" x 9½", stapled paperbound booklets; contain illustrations, photographs, notes, charts, graphs.

Law and the City. By Richard Groll and Jack Zevin. 133 pp.	$ .90
Crimes and Justice. By M. Cherif Bassiouni et al. 84 pp.	$ .90
Law and the Consumer. By Robert Berger and Joseph Teplin. 96 pp.	$ .90
Poverty and Welfare. By Robert Bennett and Thomas Newman. 85 pp.	$ .90
Landlord and Tenant. By George Rannes, Jr. and Edmond Parker. 77 pp.	$ .90
Youth and the Law. By M. Cherif Bassiouni and Sister Thecla Shiel. 108 pp.	$ .90
Teacher's Guide: 84 pp., 6½" x 9½", tinted paper cover	no charge

Required or Suggested Time

The materials comprise a full year's course. However, each booklet may be used separately as a supplement to an existing course.

Intended User Characteristics

The materials seem best suited for 9th-grade students in lower middle class urban and suburban schools. Well-to-do suburbanites and rural students might not have the appropriate frame of reference for effective implementation of the program. Inner-city students in grades 10 through 12 should find the materials interesting and relevant. Other than the usual preparation for high school social studies teachers, special courses or training are not essential.

Rationale and General Objectives

The authors contend that alienation, evidenced by many facets of human behavior, is the primary social problem facing America. It is their belief that an understanding of the purposes and functions of law will provide a tool for urban citizens to cope effectively with their total environment and thereby reduce alienation. The overall objective of the program is to enable students to understand the nature of individual and societal rights and the relationships between them.

Content

The authors have identified four major functions of law: 1) to determine lines of behavior acceptable in society and penalties for contradictory behavior; 2) to allocate and recognize authority which may legitimately apply force to maintain legal norms; 3) to settle conflicts between individuals or groups as they arise; and 4) to redefine societal relationships as conditions change within society. This four-part model is applied to crime, youth, alienation, poverty, welfare, consumer law, and other urban problems in order to provide students with the knowledge and skills needed to cope with them.

Teaching Procedures

Recommended teaching strategies are based upon an inquiry approach to learning. Case studies, stories, and graphic data are used to stimulate student interest. The teacher and students then engage in data gathering, inference making, and discussion, until they feel that all significant ramifications of the issue have been considered. The teacher's role is primarily to facilitate discussion.

Evaluative Data

The project report contains an extensive description and analysis of the evaluative program carried out by the project and independent teams of evaluators. Assessment of the data available indicates success in increasing both cognitive achievement and positive attitudes toward law and its functions within society.

References

1. "Evaluation Report, 1967-68." Mimeographed. Chicago: Law in American Society Foundation, August 1968. 55 pp.
2. Ratcliffe, Robert H. "Law as an Integer of Social Studies Instruction." *Illinois Journal of Education*. (January 1970) pp. 31-35.
3. Sanders, Norris M., and Marlin L. Tanck. "Law in American Society" in "A Critical Appraisal of Twenty-Six National Social Studies Projects." *Social Education*. Vol. 34 (April 1970) pp. 441-43.

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March 19, 1972
Revised

ANTHROPOLOGY CURRICULUM STUDY PROJECT (ACSP) PATTERNS IN HUMAN HISTORY

Director:	Malcolm Collier, Research Associate University of Chicago
Project Address:	Anthropology Curriculum Study Project (ACSP) 5632 Kimbark Avenue Chicago, Illinois 60637
Publisher:	The Macmillan Company 866 Third Avenue New York, New York 10022
Publication Date:	1971
Availability:	From publisher
Grade Level:	9, 10
Subject Area:	Anthropology

Overview

The Anthropology Curriculum Study Project (ACSP) was sponsored by the American Anthropological Association and supported financially by the National Science Foundation. The authors identify the principal task of the Project as the attempt to "define the role of anthropology in the high school curriculum" and to prepare materials "to make possible the fulfillment of that role." The Project has developed a 16-week multimedia curriculum package which consists of an introductory kit and three additional kits that can be used in a sequence and in various combinations. The materials in these kits concentrate on how anthropologists study societies and offer analysis models which can be used in the study of historical data. The materials program is entitled *Patterns in Human History*. Project research has indicated successful classroom utilization of these materials by students with diverse abilities and teachers with no special training in anthropology.

Materials and Cost

Teacher's Kits

Studying Societies: Patterns in Human History, 12½" x 12½" x 3½" cardboard container; includes Teacher's Guide, Student Readings, two 33⅓ rpm records, 2 color filmstrips, "The Bushman in the Kalahari Desert" and "The Mbuti of the Ituri Forest," 15 Blackline Masters, and 8 transparencies $33.00

Origins of Humanness: Patterns in Human History, 12½" x 12½" x 3½" cardboard container; includes Teacher's Guide, Student Readings, 8 color transparencies, 5 casts of artifacts, three 33" x 44" wall charts, 19 evidence cards, and 4 Blackline Masters $60.00

The Emergence of Complex Societies: Patterns in Human History, 12½" x 12½" x 3½" cardboard container; includes Teacher's Guide, Student Readings, one 33⅓ rpm record, 3 casts of artifacts, and 1 transparency $42.00

Modernization and Traditional Societies: Patterns in Human History, 12½" x 12½" x 3½" cardboard container; includes Teacher's Guide, Student Readings, one 33⅓ rpm record, 2 color filmstrips, 36 12" x 12" photographs, and 5 Blackline Masters $25.65

Required or Suggested Time

These materials are divided into four separate kits. Each of the kits is designed to take approximately 3-4 weeks of teaching time; thus, the entire program takes about 16 weeks of classroom time and represents a semester's work. The materials can, however, be used in parts and out of sequence. They can also be used for a longer period of time than the suggested 16 weeks.

Intended User Characteristics

The material is designed to be used by 9th- and 10th-grade students of different abilities. Much of the important data is presented in forms accessible to unsophisticated readers: transparencies, drawings, illustrations, artifact casts, filmstrips, retrieval charts, maps, and verbal questions. The Project reports that this assortment of materials has proven to be of interest to, and within the comprehension of, a wide variety of students. Minority groups often find the materials interesting since they stress understanding and appreciation for the living and behavior patterns of others. According to one of the publisher's brochures, "Ninety percent of the cooperating teachers who worked with the project over the last several years have not had formal training in anthropology. Their experience demonstrated to the Project staff that with the help of detailed lesson plans, anthropology can be taught very competently by teachers without previous formal training in the discipline."

Rationale and General Objectives

The authors of ACSP define anthropology as the study of the process in which men interact with other men through a medium called culture. Because most men live within only one cultural group, they are limited in their understanding of human behavior. This program has been designed to enable young people to understand that every normal human being is reared in a society with characteristic social patterns which make sense and seem consistent to the individuals within that society. Students are to learn to see their own culture in relation to other cultures, and to consider the effects of their culture upon personal conduct and the institutions which exist in society.

Content

Studying Societies, the introduction to the program, guides students to focus on ideas and tools for analyzing patterns in human behavior. Students study status and role by examining their own environment and the lives of two simple primitive societies, the Kalahari Bushmen of South Africa and the Mbuti Pygmy of the Congo rain forest. This unit is the "organizer" or basic foundation for studying the remaining three units.

In *Origins of Humanness*, the student is concerned basically with two questions: "Who Are We?" and "What Are We Like?" By examining artifacts produced by mankind during the past two million years of existence, students gain some insights into the complexities of understanding the social and biological characteristics of humans.

The students examine the impact that plant and animal domestication has had on the development of new types of social organizations in *The Emergence of Complex Societies*. While studying the characteristics and growth of human institutions, the students also explore the emergence of early civilization, the evolution of law, and the importance of religion in modern life.

Modernization and Traditional Societies challenges the students to consider the realities of transforming peasant societies into modern industrial nations. This study involves investigating the common characteristics, problems, and cultural defenses devised by these societies to make life bearable. Students learn that adaptation involves human contention with the social as well as the physical environment of men.

Teaching Procedures

The materials are based on two learning principles: 1) what is *learned* in any instructional setting is determined by what the learner does with the materials in question; and 2) what the students *do* in any instructional setting is determined to a considerable extent by the behavior of the teacher. The students begin each lesson by "confronting" new data in some form other than a written expository article. They study archeological site maps, photographs, casts of artifacts, transparencies, recordings, and filmstrips. After analyzing the data presented in the manner just mentioned, the students make inferences and sometimes hypothesize about man and his culture. These activities are supplemented or reinforced by readings and other study endeavors. The teacher's role is to pose questions, to encourage responses, and to direct and clarify discussion.

Evaluative Data

Not available

References

Collier, Malcolm. "The Forgotten Discipline: Anthropology" in *Social Science in the Schools: A Search for Rationale*. New York: Holt, Rinehart & Winston, Inc., 1971, pp. 86-92.

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March 15, 1973

UTAH STATE UNIVERSITY
SOCIAL STUDIES PROJECT
ANALYSIS OF PUBLIC ISSUES PROGRAM

Directors:	James P. Shaver, Professor of Educational Research Utah State University A. Guy Larkins, Professor of Education University of Georgia
Project Address:	Bureau of Educational Research Utah State University Logan, Utah 84322
Publisher:	Houghton Mifflin Company 110 Tremont Street Boston, Massachusetts 02107
Publication Date:	1973
Availability:	From publisher
Grade Level:	9-12
Subject Area:	Interdisciplinary American History, Political Science, and Social Problems

Overview

The *Analysis of Public Issues* Program was developed and field tested with funds from the U.S. Office of Education. Building on earlier work of the Harvard Social Studies Project, it is designed to teach students to think critically about basic problems facing our society. The program consists primarily of a set of concepts which are considered necessary to analyze public issues, and the materials and suggestions to teach these concepts. The overall emphasis of the concepts is on clarifying language, facts, and values in arriving at decisions about issues. Opportunities to apply the concepts in the analysis of specific public issues are provided in "interludes," or brief case studies, and separate problems booklets. Although discussion and inq[illegible] are emphasized, there is no commitment [illegible]ny one teaching strategy. Rather an attempt is made to gear the teaching style to the concept(s) being taught.

Materials and Cost

Student Text: *Decision-Making in a Democracy*. By James P. Shaver and A. Guy Larkins. 442 pp., 6" x 9", paperbound . . . . . $ 4.80

Teacher's Guide: *Instructor's Manual: Analysis of Public Issues*. By James P. Shaver and A. Guy Larkins. 420 pp., 8½" x 11", 3 hole punched and perforated, paperbound; each page may be removed individually and duplicated for classroom use; includes student text, filmstrip frames, script for cassette tape, transparency originals, tests, homework assignments, rationale, objectives and detailed lesson plans . . . . . $ 8.97

Audio-Visual Kit: 3 color filmstrips ("Controversy", "Importance of Language", and "Definitions"); 40-minute cassette tape; and 54 transparencies $64.50

Tests and Homework Assignments: duplicating masters $27.00

Problems Booklets: A series of seven student booklets, and accompanying Teacher's Guides, will be issued during 1973. Topics will include: the environment, relations between the police and Blacks, riots of the 1960's, women's rights, students' rights, the Indian in American history, and the Indian in contemporary American society . . . . . $ 1.65 each

Required or Suggested Time

Study of the concepts alone, or with application to a limited number of public issues such as those presented in the problem booklets, can comprise a semester's course. The program can be expanded into a year-long course if there is detailed study of several public issues.

Intended User Characteristics

The materials are suitable for use with students of average ability in grades 9 through 12. Although they were designed for use by students from all social classes and geographic regions, inner city students are likely to find the materials particularly relevant. The most important requirements for the teacher are that he/she be able to: tolerate a variety of ideals and values among students; deal with controversial issues; and accept pluralism as one of the defining characteristics of a democratic society. No special teacher training is required; however, it is suggested that the teacher be thoroughly familiar with the materials before beginning to teach them. Teachers who want a more thorough background discussion of the concepts may want to refer to the Final Report of the project.

Rationale and General Objectives

The program is based on a particular definition of the social studies—that they are that part of the general education curriculum concerned with educating citizens for political participation in a democratic society. The directors believe that any attempt to prepare citizens to make more rational, intelligent decisions about public issues must proceed from a clear recognition that most controversial social issues are ethical in nature. An adequate approach to teaching critical thinking in this area involves choosing among values to make ethical decisions. Therefore, value clarification and analysis are a central focus of the materials.

Content

The materials consist of concepts selected for their usefulness in helping students come to rational decisions about public issues, and case studies on which to apply these concepts. The organization of content parallels the Outline of Concepts presented near the beginning of the Teacher's Guide. The Outline begins with a definition of political-ethical analysis. It then presents concepts dealing with various human needs and explains how they affect decision making about controversial issues. For example, it points out that people develop predispositions about how they perceive situations from the need for orderliness. These predispositions contribute to each person's frame of reference. It is emphasized that frames of reference act as sources of assumptions which underlie political-ethical decisions. The need for consistency among beliefs, values, and actions is another concept. Also included in the Outline are concepts dealing with the nature of words and the roles they play in thinking and communicating. Finally, the Outline deals with three major types of problems involved in thinking and talking about public issues: 1) word meanings, 2) facts; and 3) values. Materials are organized into sections called "bundles." Each "bundle" contains the concept(s) being taught, behavioral objectives, notes on purpose and procedures, teaching suggestions, and a list of materials and equipment needed. "Interludes," brief fictionalized case discussions based on actual events, provide students with the opportunity to consider actual public issues and to apply the concepts. "Interludes" deal with race relations in housing, employment, and education; civil liberties; and conscience, war, and violence. Problems booklets offer an opportunity for more intensive investigations of public issues. Topics of these bookelts are noted in the Materials and Cost section.

Teaching Procedures

Concepts are taught by moving from familiar situations and examples to more abstract issues. Classroom strategy typically consists of discussions based on audiovisual material and exercises in the student text. Teaching suggestions provide for occasional classroom dramatizations to illustrate particular concepts. In the three "interludes," teachers have a choice among three discussion styles—recitation, Socratic, and seminar. The discussion suggestions are geared to each of these three styles.

Evaluative Data

Not available.

References

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2. Shaver, James P., and A. Guy Larkins. *The Analysis of Public Issues: Concepts, Materials, Research*. Final Report. October 1969. 330 pp. Available from ERIC, ED 045037.
3. "Utah State University, Analysis of Public Issues." *Social Education*. Vol. 36 (November 1972) pp. 770-71.

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AMHERST PROJECT, THE COMMITTEE ON THE STUDY OF HISTORY UNITS IN AMERICAN HISTORY

Revised

Directors:	Richard W. Brown, Historian Newberry Library Chicago, Illinois Van D. Mueller, Dean of Admissions Hampshire College
Project Address:	The Newberry Library 60 West Walton Street Chicago, Illinois 23610
Publisher:	3 Silver Mesa Publishing Company 2725 Sand Hill Road Menlo Park, California 94025
Publication Date:	6 units, 1972 4 units, 1972 Additional units projected January 1973
Availability:	From publisher
Grade Level:	9-12
Subject Area:	History, Humanities, and Social Studies

Overview

Sponsored initially by Amherst College and now by Hampshire College, Amherst, Massachusetts, and the Newberry Library, Chicago, Illinois, the project functions as a research and development effort concerned with inquiry approaches to the study of history, humanities, and social studies in secondary school. With grants from the United States Office of Education, the project developed and field tested units for use in secondary schools. The units are authentic historical evidence drawn from the American past organized to permit inquiry involving human issues, problems, principles, and values. Selected units are being published in revised and bindled form by Addison-Wesley Publishing Company.

Materials and Cost

Each unit [illegible] includes a student text, Teacher's Guide, projects, materials, teaching plans and resources, [illegible] provides for 35 sets. $2.75

Student Text: [illegible] $ .95

Teacher's Guide for each unit $ .40

Required or Suggested Time

Time requirements vary according to the purposes for which the materials are used and the organization of the students using them. When used in their entirety by secondary school students, most units would take approximately two to three weeks.

Intended User Characteristics

The materials are designed to be used by secondary school students in a variety of learning situations. Each of them, some basic, and groups of units can be incorporated into existing American history, humanities, and social studies courses. The materials can also be used in new or emergent courses organized around particular topics, issues, or themes. Teacher's Guides vary in the extent to which they suggest teaching strategies, some doing so extensively and others very little. Teachers should have a positive approach to using materials and should possess basic familiarity with the methods of inquiry. Students should have the reading skills necessary to perform at least minimally adequately with the materials. Teachers must be able to be flexible and open to the process of inquiry.

Rationale and General Objectives

The [illegible] of the project [illegible] is an important one which, a persons and some to grips with significant human problems, issues, and questions for which there are no single, universal solutions but to which historical evidence speaks. Students practice important scholarly skills as well as consciously reflect upon the experience in order to [illegible] their own lives and values.

Content

A distinction is made between content and subject matter. The content is the human case, problem, question, or value that is the object of the inquiry. The subject matter is the historical topic or episode from which the evidence is taken.

What Happened on Lexington Green: An Inquiry into the Nature and Methods of History, Content: The question of what is reality and how one approaches it. Subject Matter: History and the ways historians get at reality, with the Battle of Lexington Green used as a case in point.

Freedom and Authority in Puritan New England, Content: The dilemma caused by the desire of individuals to be free and the need of societies to preserve order through authority. Subject Matter: Two cases, the Antinomian episode in Mary Dyer and the banishment of Roger Williams.

Thomas Jefferson: The Embargo, and the Decision for Peace, Content: The problems of democratic leadership and of making, enacting, and evaluating policies. Subject Matter: Thomas Jefferson's decision to impose an embargo on trade in 1807.

Lincoln and Slavery: Ideal and the Politics of Change, Content: The question of what are the wellsprings of human conduct with particular reference to the art and practice of politics and the role of leadership. Subject Matter: Abraham Lincoln's handling of the slavery issue.

Collective Security in the 1930s: The Failure of War or the Failure of a Peaceful Change, Content: The question of whether the principle of collective security provides a base for maintaining world peace, and is therefore a sufficient defense for American foreign policy. Subject Matter: Japanese [illegible] in Manchuria and its [illegible] effect on U.S. [illegible] and American foreign policy [illegible] Second World War II.

Revolution: A Study in Human Values and the Behavioral Sciences, Content: The nature of man and why [illegible] as well as [illegible] and [illegible] Subject Matter: The [illegible] of the American Revolution.

Communism in American Liberal and Socialist Conflict Content: The dilemma caused by the need to protect individual [illegible] and promote individual liberty. Subject Matter: The development of national policy with regard to subversion and the Communist Party, with emphasis on the Red Scare and McCarthyism.

The Rights of Americans: The Changing Balance of Liberty, Law, and Public Concern: The American value dilemma between individual rights and law and order which is complicated by the federal system of determining the limits of rights. Subject Matter: The evolution of what constitutes a fair trial from the Magna Carta to the present, with emphasis on the right to counsel.

Civil and Government: The Divine Separation of Church and State, Content: The value conflict involved in determining the proper relationship of church and state. Subject Matter: The church-state relationship in America with emphasis on "The Wall of Separation" doctrine as developed by Jefferson and Madison, the dilemma that doctrine poses for American Roman Catholicism, and the controversy over prayer and bible in [illegible] schools.

Teaching Procedures

The authors state that the "Project also takes neither a particular method of teaching nor an exclusive use of documents, the hypothesis that is central to its work [illegible] that learning is essentially an active process proceeding from some form of inquiry on the part of the learner."

Evaluative Data

Not available

References

1. Amherst College. "The Committee on the Study of History." Brief Description. (Forthcoming, November 1972).
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3. Mueller, Van D. and Merle L. Eppel. "Comments on the Study of History." [illegible] Journal of Education (Winter 1966), pp. [illegible]

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